PROJECT TALENT

THE IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS

Studies of a Complete Age Group - Age 15

Cooperative Research Project No. 566

Marion F. Shaycoft
John T. Dailey
David B. Orr
Clinton A. Neyman, Jr.
Stuart E. Sherman

University of Pittsburgh
Project Talent Office
Pittsburgh, Pennsylvania

1963

The research reported herein was supported by the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education, and Welfare.

FOREWORD

This report, which is the final report on Cooperative Research Project No. 566, carried out by the University of Pittsburgh under contract with the United States Office of Education, is the third in a series of technical reports dealing with Project Talent. The first two are:

1. Flanagan, Dailey, Shaycoft, Orr, Gorham, & Goldberg. Designing the study. Pittsburgh: 1960. (Technical report to U.S. Office of Education, Cooperative Research Project No. 635.)

and

2. Flanagan, Dailey, Shaycoft, Orr, & Goldberg. Studies of the American high school. Pittsburgh: 1962. (Final report to U.S. Office of Education, Cooperative Research Project No. 226.)

Reprinted 1968, with minor corrections.

ACKNOWLEDGMENTS

The project staff wishes to express gratitude to the many persons who were instrumental in completing this project.

A conference on sampling procedures held on September 26, 1959, was an important step in the planning phase of the project. Our consultants at that conference were:

William G. Cochran, Harvard University
Morris H. Hansen, Bureau of the Census
Phillip J. Rulon, Harvard University
Frederick Stephan, Princeton University

Their advice proved to be extremely helpful.

Dr. John T. Dailey was Program Director.

Isadore Goldberg, of the Project Talent staff, in his capacity as Student Information Blank Editor, was in charge of the development of special instruments prepared specially for use in this study, such as the Supplement for the Student Information Blank.

Dr. William A. Gorham, formerly Supervisor for Special Studies on Project Talent, was in charge of the field collection of data for this project. This included planning and supervision of the entire undertaking of locating and arranging to test all 15-year-olds in the designated areas who were not in high school.

Members of the Project Talent staff who played major roles in the project include, in addition to those already named, Glenn E. Roudabush, Director for Analytical Research; and George R. Burket, Director for Data Bank Research. Mr. Roudabush and Dr. Burket were responsible for the computer programing phases of the analysis.

Special thanks are also due to Dr. Warren Findley, University of Georgia, and to Mr. G. H. Fort, Director Testing and Evaluation Services, Atlanta, for carrying out a pilot study on the feasibility of locating members of the special non-high-school 15-year-old population to be sampled. Mr. Fort was one of our Regional Coordinators.

Thanks are due, too, to our other Regional Coordinators, who, working in cooperation with Dr. Gorham, handled the field collection of data at the local level. These Regional Coordinators include:

Carter Short, University of Arkansas
John Caffrey, Director of Research, Palo Alto Public Schools,
    Palo Alto, California
Frederick J. McDonald, Stanford University
Anthony C. Tucker, University of Denver
Cameron Fincher, Georgia State College for Business Administration
Richard H. Kicklighter, University of Florida
N. L. Gage, University of Illinois
Lyman J. Smith, Illinois State Scholarship Commission
N. A. Fattu, Indiana University
H. H. Remmers, Purdue University
Arthur Mittman, University of Iowa
Gordon J. Rhum, Iowa State Teachers College
Herbert M. Silvey, Iowa State Teachers College
Charles B. Watkins, Guidance and Personnel Service, Kansas
    State Department of Public Instruction
Ernest McDaniel, University of Kentucky
Robert N. Vidulich, Louisiana State University
Robert C. Lloyd, Baltimore Public Schools
Seth Arsenian, Springfield College
Claude L. Nemzek, University of Detroit
Buford Stefflre, Michigan State University
Frank B. Womer, University of Michigan
Ralph F. Berdie, Director, Student Counseling Bureau,
    University of Minnesota
Joseph L. French, University of Missouri
Robert E. Lefton, Clayton, Missouri
William A. Garrison, Eastern Montana College of Education
Albert Thompson, Columbia University
Virginia Keehan, Department of Education, Santa Fe, New Mexico
Warren W. Coxe, Delmar, New York
Harold R. Howes, Albany, New York
John M. Skalski, Fordham University
Clarence M. Williams, University of Rochester
Roy N. Anderson, North Carolina State College
Junius A. Davis, University of North Carolina
Thomas E. Jeffrey, University of North Carolina
Howard B. Lyman, University of Cincinnati
Walter S. Nosal, John Carroll University
Ray Wood, Columbus, Ohio
W. R. Brown, University of Oklahoma
J. Spencer Carlson, University of Oregon
C. Mauritz Lindvall, University of Pittsburgh
Frances E. Dunn, Brown University
R. L. Kalmbach, Columbia Public Schools,
    Columbia, South Carolina

V. Gregory Rosemont, Huron College
George E. Copple, Vanderbilt University
Louise W. Cureton, Knoxville, Tennessee
H. Paul Kelley, University of Texas
Saul B. Sells, Texas Christian University
Franklin L. Stovall, University of Houston
David F. Votaw, Sr., San Marcos, Texas
Richard L. Beard, University of Virginia
Donald J. Herrmann, College of William and Mary
Walter Jarecke, University of West Virginia
Elden A. Bond, Milwaukee Public Schools

Marion F. Shaycoft planned and directed the data analysis phase of the project, and in her capacity as principal author, wrote the major part of the report, and edited the entire report.

David B. Orr participated in the preparation of an early draft report on the sampling procedures, data collection, and a preliminary analysis of the Student Information Blank Supplement and field reports from the regional coordinators.

Clinton A. Neyman, Jr. drafted part of Chapter V, prepared Appendix D, and participated in the editing of the entire manuscript.

Stuart E. Sherman supervised the hand processing of the Student Information Blank Supplement and the hand computations that were done for this report.

We are also grateful to Dr. Francis A. Ianni and Miss Alice Y. Scates of the Cooperative Research Program of the U. S. Office of Education for their help and encouragement not just on the present project but on the entire Project Talent undertaking.

John C. Flanagan
Responsible Investigator

TABLE OF CONTENTS

Page

Foreword ii

Acknowledgments iii

List of Tables ix

List of Figures xii

Chapter I. Introduction 1

A. Purpose of the Research 1
B. Scope 2
C. Choice of Age Group 3

Chapter II. Procedure 5

A. Sampling 5
    1. The concept of "probability samples" 5
    2. The regular Project Talent Sample 6
    3. Division of the regular sample into ten subsamples . . . 7
    4. The special sample of 15-year-olds 8
    5. The supplementary sample 10

B. Data Collection for Special Sample 11
    1. Locating the 15-year-olds belonging in the special sample 11
    2. Testing the 15-year-olds in the special sample 11
    3. Adequacy of the data collection 12

C. Differential Weighting of the Cases 15
D. Overview of the Kinds of Data Analysis 16

Chapter III. The Fifteen-Year-Old Dropout 17

A. Size of Group and Definition of Group 17
B. Age and Grade at Time of Withdrawal from School 19
C. Factors Resulting in Withdrawal from School 21
D. The 15-Year-Old out of School 25
E. Environmental Factors 27
F. Summary and Conclusions 30

Chapter IV. Analysis of Age-Grade Relationships 32

A. Introduction 32
B. Definition of Group on which Data are Based 32
C. Age-Grade Patterns 33
D. The Test Variables 37
E. Relation of Test Scores to Age and Grade 38
F. Summary and Conclusions 77
    1. Hypothetical and actual relation of grade to age 77

  - 2. Interaction of age-grade patterns and performance patterns 78

Chapter V. The Fifteen-Year-Olds 80

- A. Introduction 80
- B. Intercorrelations Among Test Scores 80
- C. Normative Data on Test Scores 117
- D. Relation Between Grade Placement and Performance on Selected Tests 118
- E. Sex Differences in Patterns of Aptitudes and Abilities . . 119
- F. Student Background Factors 121
  - 1. Reading activities and study habits 122
  - 2. Course grades 122
  - 3. Health and related factors 123
  - 4. Family and home background 123
  - 5. Plans for education 124
  - 6. Occupational plans and related educational plans . . . 125
  - 7. Plans for military service 126
  - 8. Other plans and expectations: marital, financial, etc. 127
  - 9. Attitudes and values 128

- G. Summary and Conclusions 129
  - 1. Relation of grade placement of 15-year-olds to their scholastic achievement level 129
  - 2. Eighth-grade 15-year-olds vs. ninth-grade 15-year-olds.130
  - 3. Background factors related to scholastic achievement level 130
  - 4. Sex differences in test scores 131

Chapter VI. Summary and Conclusions 133

- A. Summary of Procedure 133
  - 1. Sample selection and data collection 133
  - 2. Analysis of data 133
  - 3. Data available for future analyses 134

- B. Results and Conclusions 135
  - 1. Success of the data collection phase 135
  - 2. Suitability of Project Talent Battery below the high school level 136
  - 3. Sex differences in test scores 136
  - 4. The 15-year-old dropout 137
  - 5. The 15-year-old still in elementary school 138
  - 6. The age-grade distribution and its bearing on the dropout situation 138
  - 7. A hypothesis concerning high school dropouts who are capable of graduating 139
  - 8. The dropout : recapitulation and possible partial solutions 140
  - 9. Age, grade, and ability 142

- C. A Final Word 143

APPENDICES

Appendix A. Miscellaneous Reference Materials

- A-1. Supplement for the Student Information Blank
- A-2. Project Talent School Taxonomy Code for Public Secondary Schools
- A-3. Composition of the Project Talent Battery
- A-4. Six *a priori* Composites of Talent Tests

Appendix B. Intercorrelations Among 60 Project Talent Test Scores by Grade and Sex

Appendix C. Raw-Score-To-Percentile Conversion Tables and Means and Standard Deviations, for 15-Year-Olds

Appendix D. Responses of 15-Year-Olds to 100 Selected Items of Student Information Blank

Appendix E. Estimated Percentage Distributions of Selected School Characteristics

LIST OF TABLES

Table Page

II-1 Number of Sampling Units that Participated or Declined to Participate in Project Talent 8
II-2 Tabulation of the Sampling Units in the Special Sample 13
II-3 Number of 15-Year-Olds in the Special Sample, and Kinds of Data Obtained about Them 14

Tables on 15-Year-Olds not in School

III-1 Distribution of Age at Time of Withdrawal from School 19
III-2 Grade Placement with Respect to Age, at Time of Withdrawal from School 20
III-3 Distribution of Talent Reading Comprehension Scores . . 22
III-4 Health of 15-Year-Olds Not in School 23
III-5 Distributions of Reasons Given for Leaving School; by Sex and by Last Grade Completed 24
III-6 Joint Distribution of Responses to 3 SIB Supplement Items; by Sex 26
III-7 Joint Distribution of Responses to 2 SIB Supplement Items (boys only) 27
III-8 Composition (by School Taxonomy Group) of "Special Sample" of Non-High-School 15-Year-Olds 28

Tables on Age-Grade Distribution; by Sex

IV-1 No. of Students in Project Talent Sample, Distributed by Grade, Age, and Sex 34
IV-2 No. of Students, by Age, Grade, and Sex, Proportional to Corresponding Numbers in Total U.S. High School Population 35
IV-3 Theoretical Percentage Distribution of U.S. High School Students by Age, Grade, and Sex 36

IV-4 Weighted Means, Corresponding Standard Deviations, and Corresponding N's, by Grade, Age, and Sex, on Selected Project Talent Tests 39

Section A. Vocabulary Information (Part I) (R-102) . . 40
Section B. Social Studies Information (R-105) 41
Section C. Physical Sciences Information (R-107) . . . 42
Section D. Biological Sciences Information (R-108) . . 43
Section E. Electricity and Electronics Info. (R-111) . 44
Section F. Mechanical Information (R-112) 45
Section G. Home Economics Information (R-114) 46
Section H. Sports Information (R-115) 47
Section I. Information Part I Total (R-190) 48
Section J. English Total (R-230) 49
Section K. Reading Comprehension (R-250) 50
Section L. Creativity (R-260) 51

Table Page

Section M. Mechanical Reasoning (R-270) 52
Section N. Visualization in 3 Dimensions (R-282). . . . 53
Section O. Abstract Reasoning (R-290) 54
Section P. Mathematics I. Arithmetic Reasoning (R-311). 55
Section Q. Mathematics II. Introd.high school math (R-312) .56
Section R. Arithmetic Computation (F-410) 57

IV-5 Estimated Means and Standard Deviations for Total Population of 15-Year-Old Boys and Girls on 18 Selected Project Talent Tests 70
IV-6 Age Group Means for Grade 9 Boys and Grade 9 Girls on 18 Selected Project Talent Tests 73
IV-7 Age Group Means for Grade 12 Boys and Grade 12 Girls on 18 Selected Project Talent Tests 74

V-1 Composition of Project Talent Sample of 15-Year-Olds . . .81
V-2 Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Boys. 82
V-2a. Boys in high school 82
V-2b. Boys not in high school 86
V-2c. Boys (all grades combined) 90

V-3 Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Girls 94
V-3a. Girls in high school 94
V-3b. Girls not in high school 98
V-3c. Girls (all grades combined) 102

V-4 Intercorrelations Among 111 Project Talent Variables for all 15-Year-Olds (boys and girls combined). 106

V-5 Means and Standard Deviations for 15-Year-Olds on 111 Project Talent Scores 111
V-6 Estimated Means and Standard Deviations on 18 Selected Project Talent Tests for 15-Year-Olds Classified by Grade and Sex 120

Table — Page

A-3 Composition of the Project Talent Battery. A-10
A-4 Six a priori Composites of Talent Tests A-15

B Intercorrelations Among 60 Project TALENT Test scores, by grade and sex B-1

B-1. Grade 9 boys B-2
B-2. Grade 9 girls. B-4
B-3. Grade 12 boys. B-6
B-4. Grade 12 girls B-8

C-1 Means and standard deviations for 15-year-olds. C-2
C-2 Percentile conversion tables for 15-year-olds by sex. . C-4
C-3 Percentile conversion tables for 15-year-olds (boys and girls combined) C-22

D Responses of 15-Year-Olds to 100 Selected SIB Items (percentage distributions). D-4

E Estimated Percentage Distributions of Selected School Characteristics. E-1

E-1. Types of Residences Served E-2
E-2. Type of Area Served. E-3
E-3. Minority Group Students. E-4
E-4. Male Teachers' Starting Salary E-5

LIST OF FIGURES

Figure Page

IV-1 to IV-12 Relationship of TALENT scores to Age and Grade . . .58-69

IV-1 R-102 Vocabulary (Information I) 58
IV-2 R-107 Physical Science Information 59
IV-3 R-111 Electricity and Electronics Information. 60
IV-4 R-112 Mechanical Information 61
IV-5 R-190 Information Part I Total 62
IV-6 R-230 English Total 63
IV-7 R-250 Reading Comprehension 64
IV-8 R-260 Creativity 65
IV-9 R-282 Visualization in Three Dimensions. . . . 66
IV-10 R-290 Abstract Reasoning 67
IV-11 R-311 Mathematics Part I. Arithmetic Reas. . . 68
IV-12 R-312 Mathematics Part II. Introd. h.s. math. 69

V-1 to V-3 Correlation of (name of specified test) test score with other Project TALENT variables: for 15-year-old boys 114-116

V-1 Reading Comprehension (R-250). 114
V-2 Mathematics Part II (R-312). 115
V-3 Mechanical Information (R-112) 116

Chapter I. INTRODUCTION

A. Purpose of the Research

As a part of the larger program of research on the identification, development and utilization of human talents, a study was conducted under Office of Education Cooperative Research Project No. 566, to locate and test a sample of all members of a specific age group whether or not in school. The larger study, which is still in progress, has been fully described elsewhere.* The special study which is the subject of the present report has several objectives:

1. To insure, by supplementing the data on high school students (collected under the main phase of the larger research program) with data on boys and girls of high school age but not in high school, that the national inventory of talents would be truly comprehensive.

2. To develop national norms based on a truly representative sample of an age group--rather than just on those members of the age group who are in high school, and who therefore do not provide adequate representation of the seriously retarded.

3. To compare the following four groups of persons with regard to various important characteristics:

   a. School dropouts

   b. Students who are in school but below the normal grade for age

---

*Flanagan, Dailey, Shaycoft, Orr, Gorham, & Goldberg. _Designing the study_. Pittsburgh: 1960. (Technical report to U.S. Office of Education, Cooperative Research Project No. 635.)

Flanagan, Dailey, Shaycoft, Orr, & Goldberg. _Studies of the American high school_. Pittsburgh: 1962. (Final report to U.S. Office of Education, Cooperative Research Project No. 226.)

c. Students who are making normal progress through school

d. Accelerated students

Among the important variables in regard to which these four groups are to be compared are:

a. Aptitudes, abilities, and educational achievement levels

b. Background characteristics: family, home, activities

c. Interests, goals, and aspirations--with particular emphasis on factors related to choice of an occupation

4. To draw inferences concerning the factors that lead students to drop out of school.

5. To provide a substantial body of data concerning the aptitudes and abilities of a representative sample of members of a single age group, so that later on, when follow-up data become available, these data can be used to provide answers to questions such as the following:

   a. How many dropouts have entered various trades and industrial occupations?

   b. What are the aptitude and interest patterns of the dropouts who entered these trades and occupations?

   c. What influence does the training acquired during the time in school (e.g., training in shop work) have upon later occupational activities?

   d. How do dropouts compare in job progress and effectiveness on the job with persons completing their high school education who entered similar occupations?

   e. What are the chances for improving current teaching methods, on the basis of inferring the effects of present methods, by comparing the success attained by high school graduates with the success attained by those who receive no education beyond the eighth or ninth grade?

B. Scope

The design of the research called for efforts to secure a sample that would be as representative of a complete age group as possible. This meant that the sample was to include not only high school students in Grades 9-12 (who were the subjects used in the larger program of research of which the present study is a part) but also members of the selected age group who were in any of the following categories:

1. Still in school, but not in Grade 9, 10, 11, or 12
2. School dropouts
3. Not in school, because of serious illness or physical disability
4. Mentally retarded
5. In institutions

It was subsequently decided that the purposes of the project could be furthered by providing a substantial body of data concerning the aptitudes and abilities of 7th and 8th grade students. This would make it possible later on, when follow-up data become available, to supplement information concerning the out-of-school members of the selected age group with information on another sizable group of persons who could not be covered by the main Project Talent sample. This important supplementary group would consist of those 7th and 8th graders who are destined to drop out before reaching high school, and also a more representative group at these grade levels with whom the dropouts can be compared.

C. Choice of Age Group

On the basis of a preliminary survey of the situation, it was decided to use 15-year-olds as the complete age group. The decision that this would be the optimal group was dictated by both practical and theoretical considerations.

For practical reasons the selected age group had to meet two conditions. First, almost everyone in the age group would have to still be in school; and secondly, most of those in school would have to have reached high school. The first of these conditions was important because those still in school would be comparatively easy to locate and to arrange to test, while it was obvious that this state of affairs would not be generally applicable to those not registered in school. Some of these out-of-school youth might be very difficult or impossible to locate, and others, even if located might be difficult to persuade to subject themselves to testing. And the second condition, the requirement that most of those in school have reached high school, would make it feasible to use the regular Project Talent sample to provide a probability sample of members of the selected age group who were in Grades 9-12. This requirement that the vast majority of the population under consideration be in high school meant that the selected group had to be at least 15 years old, since a very sizable proportion of 14-year-olds are in Grade 8.

By a convenient coincidence, the 15-year-olds turned out to be not only the youngest group that would be feasible but also the oldest, since it was the last age group for which, because of the compulsory school attendance laws, almost all of the youth of the nation would still be in school. (In most states it is legal to drop out of school at age 16 but not before.)

Those were the practical considerations that dictated choice of the 15-year-olds as the age group to be studied. As for the theoretical considerations, it must be borne in mind that one of the primary goals of Project Talent was to secure a national inventory of abilities. For this purpose the 15-year-olds seemed more suitable than a younger group would be, since the 15-year-olds would be more like an adult group, and therefore the data would provide a better basis for drawing inferences about the distribution of various kinds of abilities among adults.

For these reasons, then, the 15-year-old age group was chosen as the group on which to base the research described in this report. For this study, 15-year-olds were defined as boys and girls who had passed their 15th birthdays as of 1 March 1960 but had not yet reached their 16th birthdays.

Chapter II. PROCEDURE

Since a study of a large-scale nationally representative sample of a single age group had never been carried out before, procedures had to be developed from the beginning. In order to avoid expensive duplication of effort, data collection for the present study was coordinated with that for the larger study. While this procedure had the minor disadvantage of making the present study somewhat dependent upon certain phases of the larger study, to have done it any other way would have doubled or tripled the costs.

A. Sampling

Having defined the population of interest, the next problem was to select a sample for study. Since the sampling procedure was tied to that for the main study, the latter will be summarized first.* But because both the regular sample for the main study and the special sample for the study of 15-year-olds are essentially "probability samples", it seems advisable to precede the description of the procedures used with a brief discussion of the nature of such samples.

1. The concept of "probability samples"

By "probability sample" is meant a sample chosen in such a way that the following conditions are met:

a. For every member of the population the *a priori* mathematical probability of inclusion in the sample must be known.

b. For every member of the population this *a priori* probability must be greater than zero. In other words every member of the population must have *some* chance of being included in the sample.

Note that in a probability sample the probability of selection does not have to be the *same* for all members of the population. The

---

*Full details about the sampling procedure are given in Chapter III of *Designing the study*. (Flanagan. et al., op. cit.)

probabilities merely have to be known and greater than zero. In the data analysis stage, it is possible to correct for differential probabilities (i.e., differential sampling ratios) by appropriate differential weighting of the cases.

Use of a probability sampling procedure is the one best way of insuring that unbiased estimates of population values can be obtained.

2. The regular Project Talent sample

The regular Project Talent sample consists basically of all the students in Grades 9, 10, 11, and 12 in between four and five per cent of all secondary schools in the United States. The high schools selected were a stratified random sample of all senior high schools, and the associated junior high schools. The stratification variables were:

a. Broad category of school

For this purpose the schools were divided into three broad categories: public, parochial, and private.

b. Geographical area

For this purpose 56 strata were used, namely: the five cities with populations in excess of 1,500,000 (New York, Chicago, Los Angeles, Philadelphia, Detroit); the District of Columbia; and the 50 states (with the five large cities named above removed).

c. Size of senior class

This basis of stratification was used for public schools only. The following four strata were used: (1) under 25 seniors; (2) 25-99 seniors; (3) 100-399 seniors; and (4) 400 or more seniors.

d. Retention ratio

This value, which was defined as ratio of number of graduates* to number of tenth-graders**, was also used as a stratification variable for the public schools (but not for the private or parochial schools).

On the basis of technical considerations concerning sampling methodology, it was decided that the most efficient sample of a given size would be obtained by using differential sampling ratios for the different school size strata (undersampling the smallest public schools, oversampling the largest ones, and correcting the resultant data through

---

*In 1958-1959 school year

**In 1957-1958 school year

the use of differential school weights). Accordingly the following sampling ratios were used:

	Sampling ratio
Public schools with fewer than 25 seniors	1:50
Public schools with 25-399 seniors	1:20
Public schools with 400 or more seniors	1:13
Parochial schools	1:20
Private schools	1:20

Exceptions to this procedure occurred in New York City and Chicago, where through special arrangements with the school authorities, more schools participated but only a sample of the students in the included schools were tested. In New York City every senior high school and every junior high school participated; it was agreed to test one out of 12 students in each school. In the case of Chicago's 38 academic and technical high schools, 20 of them were selected at random and one-tenth of the students in every grade in every selected school were tested.

Throughout the sampling process, in every instance where randomization was required, it was achieved through the use of random numbers. It might be mentioned in passing that for some of the sampling operations the random numbers were generated by an electronic computer and for other operations they were found in a published table. The distinction between the two sources of random numbers is of no real importance, however. The important point is that no efforts were spared to make the sampling process a genuinely random one.

The resultant sample consisted of 1063 senior high schools, together with the associated junior high schools. Of the 1063 invited schools 987 agreed to participate. This amounted to an unusually large total acceptance rate, 93 per cent. The breakdown of sampling units (senior high schools) invited and accepting is shown in Table II-1.

In summary, then, a probability sampling procedure was used, with senior high schools constituting the sampling unit, to select the regular sample. This sample consists of 987 senior high schools that agreed to participate, together with 238 associated junior high schools--a total of 1225 schools. This regular sample comprises public, parochial, and private schools. A total of nearly 400,000 students in Grades 9-12 were tested in these schools. These 400,000 students constitute the regular Project Talent sample.

3. Division of the regular sample into ten subsamples

For use in analyses where the total regular sample would not be required, the 987 high school sampling units were divided into ten

Table II-1

Number of Sampling Units that Participated or Declined to Participate in Project Talent

	Number of senior high schools			
	Public	Parochial	Private	Total
Participating	822	114	51	987
Declined	57	11	8	76
Total	879	125	59	1063

subsamples which were as close to equivalent in terms of the stratification variables as could reasonably be achieved. Junior high schools were assigned to the same subsamples as the senior high schools with which they were associated. In the case of junior high schools (such as those in New York City) which were not directly associated with any specific senior high school, the school was assigned to a subsample on whatever other basis seemed reasonable, in order to maintain the qualitative (and quantitative) equivalence of the ten subsamples to as great a degree as feasible.

The resultant ten approximately equivalent subsamples into which the 1225 junior and senior high schools of the regular sample were divided were designated "Subsamples 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9." As will be seen, one of these ten subsamples ("Subsample 0") plays a major role in the study of 15-year-olds.

The 76 schools which had been invited to participate in Project Talent but had declined were likewise distributed among the ten subsamples, for possible inclusion in special studies involving school characteristics.

4. The special sample of 15-year-olds

For the special study of 15-year-olds with which this report deals, it was necessary to obtain a special sample of 15-year-olds not in Grades 9-12, to supplement the members of this age group who were in our regular sample. This special sample was to consist of those 15-year-olds not in high school who were residing in the school districts corresponding to one-tenth of the "general-purpose public senior high schools" in our regular sample. (The term "general-purpose high school" will be explained a little later.)

For this purpose it was decided to use the school districts corresponding to the general-purpose public senior high schools in "Subsample 0," which is one of the ten subsamples into which the regular sample had been divided (as described in Paragraph 3 above).

The use of school districts corresponding to general-purpose public senior high schools was based on the assumption that for every bit of habitable area in the United States there is a general-purpose public high school to which residents can send their offspring, and that therefore by using as the sampling units the geographical areas to which these schools correspond, a probability sample can be obtained.

In order to simplify determination of the a priori probabilities of inclusion, it was considered desirable to divide the country into geographical sampling units in such a way that each member of the population (non-high-school 15-year-olds) would be included in only one sampling unit. Hence the decision that only "general-purpose public high schools" would be used. General-purpose public high schools were defined operationally as the set of high schools meeting the requirement that together the districts defined as corresponding to them would cover the United States completely and without overlap. This meant that these schools would mostly fall in the category of comprehensive high schools, and that non-public schools, vocational high schools, and other special purpose public high schools (e.g., schools for the deaf) would not be included. It also meant that some ad hoc redefinition of "school districts" would be necessary for use in defining the special sample in situations where more than one general purpose high school was available to residents of an area. For instance, let us consider the situation in a multi-school town where the high schools did not have specific area boundaries. If there were N general-purpose high schools in such a town and n elementary or junior high schools, and if one of the N high schools were in Subsample 0, the area defined as corresponding to this high school would be that corresponding to the $\frac{n}{N}$ elementary schools or junior high schools closest to the "Subsample 0" high school.

A slightly different procedure was necessary in New York and Chicago, where the regular sample had not been defined as including 100 per cent of the students in the included schools.

In New York City the geographical areas for the special sample of 15-year-olds were defined as the school districts corresponding to five junior high schools chosen randomly within boroughs (one junior high school for each of the five boroughs of the city).

In Chicago two elementary schools were selected randomly to define the school district for the special 15-year-old sample.

In those sections of the South where segregated schools still exist, when the school for whites was in Subsample 0 only whites were included in the corresponding group of 15-year-olds not in high school. Likewise when the school for Negroes was in the subsample, only Negroes were included in the corresponding non-high-school group. This was done in order to maintain the "probability sample" feature, which was deemed very important from the point of view of subsequent statistical analysis of the data.

Of the 88 public senior high schools in Subsample 0, 84 had participated in Project Talent (the main study) and four had not. Three of the 84 participating schools were eliminated from the special study of 15-year-olds because they were vocational schools and one was eliminated because it was a special school drawing its students from the entire state, and thus did not define a school district. Elimination of the seven Subsample 0 general senior high schools from New York City and the two from Chicago left 75 school districts in addition to the five junior high school districts for New York City and the two elementary school districts for Chicago. Thus altogether there were 82 school districts comprising the geographic area for the special sample. Of these 82, 78 were for schools that had participated in the regular testing. Regional Coordinators were able to secure complete cooperation from 75 of the 78 schools. The other three, like the four that had not participated in the main study, found it administratively not feasible to cooperate in the study of 15-year-olds.

5. The supplementary sample

In addition to the regular sample of students (consisting of students in Grades 9-12 in the regular sample of schools) and the special sample of 15-year-olds, some other groups were also tested. These groups, which are excluded from all analyses of the "regular sample data" but are available for inclusion in special studies where appropriate, include, among others:

a. The entire 8th grade in certain schools whose Grade 9-12 students are in the regular sample.

b. A "saturation sample" of Knox County, Tennessee, including the city of Knoxville. This saturation sample consists of every student in every school (public, parochial, or private) in Knox County, in Grades 8-12. Two Knox County senior high schools had been chosen for inclusion in the regular sample. The supplementary sample includes, in addition to the Grade 8 students in these two sampling units, all the rest of the Grade 8-12 students in Knox County.

c. A few other schools, in which, by special arrangement, all students in Grades 9-12 were tested.

The first two of the three categories of supplementary sample cases described above are expected to provide valuable auxiliary data to that obtained in future analyses of the special sample of 15-year-olds. The special value of the supplementary sample lies in the fact that it will provide data on a very sizable group of 8th graders, and thus will provide useful supplementary information on those students who drop out of school without ever entering high school.

Thus the 1225 secondary schools of the regular sample were importantly augmented by 123 supplementary sample schools. Five additional junior high schools, which lacked a 9th grade but contained many 15-year-olds below Grade 9 who were needed for the special sample, brought the total number of schools in Project Talent up to 1353, about 5 per cent of all secondary schools in the United States.

B. Data Collection for Special Sample

1. Locating the 15-year-olds belonging in the special sample

Regional Coordinators made intensive efforts to locate 15-year-olds not in high school (Grades 9-12) who lived in the 75 school districts. The first source of information consulted was the school system itself. In many communities accurate records were available at the school superintendent's office. The Regional Coordinators were thus able to utilize the records of these school systems to identify the 15-year-olds not in school as well as those in school below the 9th grade.

In most states there are rigidly enforced laws requiring students to attend school until the age of 16, so that there were extremely few 15-year-olds not in school and these few generally were institutionalized cases. Thus in most states, virtually all the 15-year-olds were locatable.

In other communities various agencies and persons were helpful in identifying and locating the 15-year-olds out of school. These included truant officers, visiting teachers, probation officers, police, sheriffs, and welfare agencies.

In some cases, after lists of possible 15-year-olds out of school were obtained, the last known address was visited to try to determine the status of the individual.

2. Testing the 15-year-olds in the special sample

Fifteen-year-olds who were in school but not in Grades 9-12 were tested in a number of ways, depending on what procedure fitted best in the local situation. Very often the 15-year-olds were brought to the high school and tested along with the other students. In some cases, this involved collecting students on a bus from several schools and taking them to the high school on the testing days. School systems cooperated fully in these round-ups. In other cases, it was administratively easier to test the entire 7th and 8th grades of an elementary or junior high school, in order to have all the 15-year-olds included in the group tested. Non-public schools cooperated in testing 15-year-olds below the 9th grade, either by sending them to the public high school or by testing them in the elementary schools.

In cases where 15-year-olds were not attending any school at all, the Regional Coordinators made special arrangements to try to test them. Very often this entailed testing them individually. In other cases, it was possible to test several at one location. In one case, a high school principal drove around a county, collected twenty-six boys and girls, and brought them in from miles around, for testing. They were paid a modest fee to take the tests or to be interviewed. The school superintendent personally assisted in this operation.

The standard Project Talent battery was used for the special sample. One additional instrument, called Supplement for the Student Information Blank,* was used only for the 15-year-olds not in any school.

3. Adequacy of the data collection

There is reason to believe that in almost all cases the Regional Coordinators were very thorough in their efforts to collect the required data. (Some specific examples of their intensive efforts are described in Paragraphs 1 and 2 above.)

However, there were a few areas where such great difficulties were encountered that even strenuous efforts to locate 15-year-olds out of school met with only limited success. For example, in one southeastern community where no compulsory school attendance law was in effect, hardly any 15-year-olds out of school could be found. But instances where something like that happened are only isolated incidents, and therefore it seems reasonable to suppose that on the whole the sample was fairly complete. Certainly there was some coverage of most of the major groups known to contribute a sizable proportion of the dropouts. Boys and girls of Mexican and Puerto Rican origin (especially in Texas and New York City) and Negroes in the large cities and the South were among the groups represented.

Unfortunately, however, though most 15-year-olds apparently were located, it did not prove possible to test them all. A record form was gathered for most, but test scores and other data were sometimes impossible to get. Some 15-year-olds below the 9th grade but in school apparently were not tested because of mix-ups or because it proved impossible to make suitable arrangements. But many others were not tested for the simple reason that the Regional or Local Coordinators found them incapable of taking the tests. Their reading and writing skills were quite inadequate for the task.

---

*Shown in Appendix A.

Table II-2 shows a breakdown of the 82 sampling units which define the school districts for the special sample of 15-year-olds. For slightly more than half of the schools cooperating there are apparently no 15-year-olds in the district who are not in school.

Table II-2

Tabulation of the Sampling Units (School Districts) in the Special Sample

	No. of School Districts	
A. Schools reporting no 15-year-olds out of school		
1. Reporting some 15-year-olds below Grade 9	30	
2. Reporting no 15-year-olds below Grade 9	10	
Subtotal		40
B. Schools reporting some 15-year-olds out of school		
1. Reporting some 15-year-olds below Grade 9	26	
2. Reporting no 15-year-olds below Grade 9	9	
Subtotal		35
C. Schools for which no data are available		7
Total		82

Table II-3 shows the number of 15-year-olds not in school and in school below Grade 9, separately for schools reporting no 15-year-olds out of school, and for schools reporting some. In each case the estimated total number of 15-year-olds below Grade 9 is partially inflated since schools sometimes reported students as 15-year-olds who were outside this age range. On the other hand some cases, particularly 15-year-olds below Grade 9 in the non-public schools, may not have been located.

Table II-3

Number of 15-Year-Olds in the Special Sample, and Kinds of Data Obtained about Them

	Number of 15-Year-Olds				
	Below Grade 9				
Kind of Data Obtained	In Type A* School Dist.	In Type B* School Dist.	Total	Out of School (Type B*)	Total
Complete test data	224	267	491	13	504
Partial but not complete test data	52	175	227	11	238
Partial or complete test data	276	442	718	24	742
SIB supplements	---	---	---	103	103
SIB supplements and/or partial or complete test data	276	442	718	106	824
No data	159**	275**	434**	147**	581**
TOTAL	435**	717**	1152**	253**	1405**

*School districts
"Type A" means district for school reporting no 15-year-olds out of school
"Type B" means district for school reporting some 15-year-olds out of school
**Estimated number, based mainly on Regional Coordinators' reports

It will be noted that the number of 15-year-olds below Grade 9 who were tested is somewhat smaller than the estimated population. This is due to the difficulties involved in actually locating these students, and getting them to report for the tests. Further reduction of the number of 15-year-olds below Grade 9 for whom complete information was obtained is due to the fact that some of the academically retarded boys and girls were unable to complete the tests and fill in the forms, or became discouraged in their attempts to do so.

The 15-year-olds out of school were even harder to locate, and the 103 Supplements for the Student Information Blank and the 22 partial or complete sets of test data probably were all that could be obtained. These boys and girls were even more reluctant in most cases to take tests and fill out forms (and less capable of doing so) than those in school below the 9th grade.

C. Differential Weighting of the Cases

As has already been indicated in the discussion of sampling procedures, differential weights correcting for differential sampling ratios were necessary in order to obtain unbiased estimates of means, standard deviations, and other values for the national population represented by the sample.

Four sets of weights (designated Weight A, Weight B, Weight C, and Weight D) have been developed for Project Talent, each suitable for a different purpose, but since only three of these sets (Weights A, B, and D) are applicable to the special study of 15-year-olds, only these three will be described here.

Weight A, when applied to a group of students in the regular sample, is intended to reproduce the national population represented by that group. Thus weighted means obtained by applying Weight A to all Grade 12 boys in the sample who plan to go to college should be unbiased estimates of the corresponding means for all such boys in the entire country.

Weight A is the same for all the students in a school. It equals the reciprocal of the sampling ratio, divided by the proportion of the invited schools in its category (on the basis of the stratification variables) that agreed to participate in Project Talent. Thus it corrects simultaneously for differential sampling ratio and for differential acceptance rate.

Weight D is intended for use solely in analysis of the data for the 15-year-olds. For each 15-year-old in high school, Weight D is identical to Weight A. For each 15-year-old in the special sample, except in New York City, Weight D is exactly ten times as large as Weight A for the corresponding high school cases. This multiplication by ten corrects for the fact that only one of the ten regular subsamples was used in determining the school districts for the non-high school cases. In the case of four of the five junior high school districts used to define the special sample in New York City, Weight D equals ten times the number of junior high schools in the corresponding borough. (In the case of the fifth borough, Richmond, an additional adjustment had to be made to correct partially for the fact that this borough is not fully covered by junior high school districts.) A similar adjustment was theoretically necessary for the special sample cases in Chicago, but by coincidence the adjusted value for Weight D turned out to equal ten times Weight A, so that no special modification was needed for Chicago.

Weight B, unlike Weights A and D, is primarily applicable to the schools themselves, rather than to the boys and girls in those schools (or resident in the corresponding school districts). When the Weight B values are applied to a group of schools in the regular sample (e.g., all the public high schools in cities with populations between 5000 and 250,000) the purpose is to get an estimate of statistics based on all such schools, whether in the regular Talent sample or not.

Weight B, like Weight A, corrects simultaneously for differential sampling ratio and for differential acceptance rate. Weight B is identical to Weight A except for the New York City and Chicago schools, in which the sampling ratio differed for students and schools because of the fact that there was sampling of the students within the schools.

D. Overview of the Kinds of Data Analysis

The remainder of this report deals with what was found out about the 15-year-olds as a group and what was found out about 15-year-olds at different levels of schooling--including those who have been accelerated, those who have been making normal progress through school, those who are a year or more behind in school, and those who have dropped out altogether.

Chapter III deals primarily with the 15-year-old who has dropped out of school.

Chapter V deals with the total group of 15-year-olds at all levels of schooling. Chapter IV, which is concerned with age-grade relationships, and Appendix B of Chapter V, which presents correlational data, deal with the high school student in general and are intended to provide a background against which to view the data reported in Chapter V.

Both extensive correlational data and means and standard deviations for a wide variety of variables are presented and discussed in Chapter V. Percentile norms are also presented (in Appendix C) for over 50 test variables.

Chapter III. THE FIFTEEN-YEAR-OLD DROPOUT

Fifteen-year-olds not in school who could not be tested were asked to supply the information called for by the Supplement for the Student Information Blank (SIB Supplement)*.

Supplements were obtained for 103 of the 253 15-year-olds not in school (49 boys and 54 girls). The forms were designed to be filled out partly by the 15-year-old himself and partly by the Regional Coordinator or other interviewer.

A. Size of Group and Definition of Group

In addition to the 103 SIB Supplements received for dropouts, there were SIB Supplements filled out for 23 of the 15-year-olds whose self-reports indicated they were still in elementary school. While some of these SIB Supplements, which were intended only for 15-year-olds not in school, were probably filled out through a mix-up, others were probably filled out as a result of a real ambiguity in the status of the 15-year-old. In other words, there is reason to believe that some of these boys and girls, having been long-term truants, are regarded by the school authorities as dropouts but that they still consider themselves students in the sixth or seventh or eighth grade of the local elementary school. Evidence of this ambiguity lies in the conflict between the report of the Local Coordinator, who certified some of these boys and girls to us as not being in school, and their own reports on Record Form Z, in which they indicated clearly that they were still in school, in one of the elementary grades. (There is enough redundancy built into Record Form Z that when it is filled out consistently throughout, it is reasonable to infer that the statement that the youngster is still in school was made intentionally, and not a mere clerical error.)

This phenomenon of the "gray area" between "dropouts" and over-age students who are habitual truants seems to occur chiefly in certain rural or semi-rural areas sizable segments of whose populations are disadvantaged groups. If efforts are made in these areas to enforce the compulsory education laws, these efforts are apparently unsuccessful in regard to the 15-year-olds who choose to absent themselves from school permanently.

---

*This form is shown in Appendix A, Part 1.

In a couple of schools there are apparently about a third as many 15-year-olds still at the elementary school level who are in this nebulous "gray area" midway between truancy and formally recognized withdrawal from school, as there are 15-year-olds who are actually attending elementary school with some degree of regularity. Or, to put it another way, there are certain rural regions where probably about one-fourth of those 15-year-olds who according to law ought to be attending elementary school are managing to by-pass the law.

Although there certainly would have been some justification for treating these boys and girls as dropouts, since that is probably what they are in almost every sense except that of legal sanction, we have chosen, in the interests of consistency, to treat them in the data analysis as 15-year-olds still in elementary school wherever there was reasonable evidence that this was their legal status. This "reasonable evidence" was considered to exist whenever Record Form Z was filled out in a way that was not only consistent with the elementary school hypothesis but also was internally consistent, and therefore presumably bore a degree of dependability that an internally inconsistent document would lack.

There is still another aspect to the difficulty of determining membership in the "15-year-old dropout" group. It is necessary not only to distinguish between 15-year-olds in school and those not in school, but also to decide, in the presence of conflicting evidence, whether the boy or girl is actually a 15-year-old. Some of those in the groups of dropouts rounded up for testing and believed by the Regional or Local Coordinator to be 15 years old have reported their own ages to be 13 or 14 or 16 or 17 and have given as their dates of birth, dates compatible with these self-reported ages. While clerical errors in reporting one's age or date of birth can occur in any group and at any level of ability, the frequency with which inconsistency between self-reports and the Coordinator's report in regard to the age of the youth has occurred has been too great among these disadvantaged groups with the truant-dropouts to be attributable wholly to clerical error.

Part of the ambiguity is probably due to the fact that some of the boys and girls concerned really don't know exactly how old they are. They may be members of a sub-culture not attuned to the importance of accurate records in our contemporary civilization; and even more relevant, many of them may be dependent for information about their exact age on the vague and self-contradictory information that may have been provided by a mentally retarded mother who has a large number of children and a poor memory. This is not an unreasonable supposition, since the majority of the boys and girls we are talking about are academically retarded and many of them, as will be seen later, are functionally illiterate and presumably of only borderline-normal intelligence at best.

Thus we fully recognize that the student's self-report of his age may be wrong. Likewise the school's information about his age could also be wrong. Therefore we had to make an arbitrary decision as to what reported age we should accept in the case of contradictory reports. We settled on the policy of accepting self-reports when the reported age and date of birth were compatible, even though this policy eliminated from the study some of the boys and girls reported by the school authorities (via the Coordinator) to belong in the special group of 15-year-olds.

So much for the factors that cut our group of "15-year-old dropouts" for whom SIB Supplements were available down to 103. Now let us turn to a consideration of what the 15-year-old dropouts in our study are like.

B. Age and Grade at Time of Withdrawal from School

Most of the boys and girls who are not in school at age 15 dropped out when they were about 14 or 15 years old; very few of them dropped out before age 13. This is shown in Table III-1. And as shown in the bottom row of Table III-2, no more than half of them got beyond Grade 6. In the case of most of the boys and girls who drop out before reaching 16, the factor determining the exact point at which they drop out appears to be age, not grade. Presumably in most

Table III-1. Distribution of Age at Time of Withdrawal from School (Based on 15-year-old Dropouts for whom SIB Supplements Were Filled Out)

Age	Boys	Girls	Total
15	17	14	31
14	12	13	25
13	2	8	10
12	1	3	4
11	-	1	1
10	1	2	3
9	-	1	1
Never entered	5	4	9
Subtotal	38	46	84
No information	11	8	19
Total	49	54	103

Table III-2. Grade Placement with Respect to Age, at Time of Withdrawal from School

Distribution Based on Fifteen-Year-Old Dropouts,
Divided According to Sex and Last Grade Completed

Status at time of dropout*	Sex	Last grade completed													Total
		No info.	Never entered	Ungraded	1	2	3	4	5	6	7	8	9	10	
3 years ahead	M												-		-
	F												1		1
	Total												1		1
2 years ahead	M													1	1
	F													-	-
	Total													1	1
1 year ahead	M									-		-	-	-	-
	F									2		1	3	2	8
	Total									2		1	3	2	8
At grade for age	M							-		1	1	5	4		11
	F							1		1	2	5	2		11
	Total							1		2	3	10	6		22
1 year behind	M					-	1			-	2	1	-		4
	F					1	-			2	1	4	1		9
	Total					1	1			2	3	5	1		13
2 years behind	M							-	2	4	1				7
	F							1	-	-	1				2
	Total							1	2	4	2				9
3 years behind	M							1	-	1					2
	F							2	1	1					4
	Total							3	1	2					6
4 years behind	M						-	1							1
	F						2	-							2
	Total						2	1							3
5 years behind	M						1	1							2
	F						1	3							4
	Total						2	4							6
No information	M	12	5	1					1			1	1		21
	F	7	4	-					1			-	1		13
	Total	19	9	1					2			1	2		34
Total	M	12	5	1	-	-	2	3	3	6	4	7	5	1	49
	F	7	4	-	-	1	3	7	2	6	4	10	8	2	54
	Total	19	9	1	-	1	5	10	5	12	8	17	13	3	103

* Grade placement with respect to age; estimated on basis of last grade completed, date of dropout, and date of birth. Estimates were based on the assumption that a child would be eligible to enter Grade 1 if his sixth birthday came before November of the year of entering. This assumption is of course not universally valid in all jurisdictions, but it is probably close enough to the facts that if the exact status at time of dropout were known for each student, a few cases might be shifted up or down one year in this table, but the general picture presented by the table would be essentially unchanged.

of these cases neither the boys and girls themselves nor their parents regard it as important to stay in school until some specified level of academic attainment (e.g., Grade 6) is reached. But the compulsory education laws do tend to keep boys and girls in school at least until they are physically mature enough to have hopes of passing for 16-year-olds.

Since age at time of dropout is much less variable than grade at time of dropout, there is a substantial negative correlation between last grade completed and amount of academic retardation. In other words the lower the grade, the greater the amount of retardation. This is shown clearly by the bivariate distribution presented in Table III-2.

C. Factors Resulting in Withdrawal from School

In his write-in comments the interviewer in many cases provided interesting insights into the nature of factors which may have loomed large in the withdrawal from school. Some of these factors are discussed below.

1. Marriage and/or Motherhood

Nine of the 54 girls for whom SIB Supplements were provided reported they were married. Not surprisingly, none of the 15-year-old boys indicated marriage. Fourteen girls, most of them not married, reported that they had children.

2. Mental Retardation

Six of the boys and three of the girls were reported to be mentally retarded. While a few of the others may also be mentally retarded although not explicitly reported to be, it appears that "mental retardation" accounts for only a small proportion of the school dropouts.

3. Poor Scholastic Ability

Poor scholastic ability, unlike actual mental retardation, apparently is a significant factor in a very substantial proportion of the withdrawals from school.

Table III-2 gives direct evidence on this point, since it shows that well over half of those for whom information on this point was available were below the normal grade for their age, and that over a third were at least two years behind.

As Table II-3 shows, for most of the out-of-school group it proved impossible to obtain test data. There is reason to believe that in most instances this was because these boys and girls just could not read and write well enough to cope with the test-taking task--even though the pencil-handling requirements were minimal for all of the tests, and the reading requirements were minimal for some of them.

Some indication of the extent of "functional illiteracy" in this group is obtained by inspecting the Reading Comprehension scores for the 24 dropouts who took the test. The distribution of these scores is shown in Table III-3.

Table III-3. Distribution* of TALENT Reading Comprehension Raw Scores (R-250) and Grade 9 Percentiles for 15-year-olds Not in School

	Raw Score (R-250)	Grade 9 Percentile**	Number of Cases
	31	68	1
	19	33	1
	12	12	3
	11	10	3
	10	8	3
	9	6	2
	8	4	1
	7	3	4
	6	2	2
	5	1	1
	4	1	2
	3	1	1
N			24
Median	9.0	6.0	
Mean	9.6		

---

* Based on all 15-year-olds not in school who took the TALENT Reading Comprehension Test.

** Tentative national norms, from "Project TALENT Counselors' Technical Manual for Interpreting Test Scores", Washington, 1960.

The median score, 9.0, is only the 6th percentile for ninth-grade students. All but two of the group got scores no higher than 12, which corresponds to a ninth-grade percentile of 12. And even this very poor showing on the test might not fully indicate the extent of functional illiteracy among those who drop out of school at 15 or younger, since the 24 for whom scores are available are probably not entirely representative of the total group of 15-year-olds not in school. It seems wholly improbable that these 24 boys and girls who consented to take the full battery are more likely that any bias would be in the other direction (i.e., in the direction that those tested are better readers than those not tested).

4. Emotional Disturbances

None of the boys was explicitly reported to be emotionally disturbed and only three of the girls were. Except for these three, no clear information was available on this point.

5. Health Problems

About two-thirds of the students for whom responses were available on the relevant SIB Supplement questions reported that they had no serious health problems. Major health problems or serious physical handicaps were reported for about 23 of the group. Presumably most of the remaining 29, for whom no response is available, are in good health. The data are summarized in Table III-4.

Table III-4. Health of 15-Year-Olds Not In School*

	Boys	Girls	Total
Tuberculosis	-	1	1
Hospitalized (other)	-	4	4
Poor health (other)	1	3	4
Crippled	-	2	2
Otherwise disabled	7	5	12
Good health and no physical disabilities	26	25	51
Subtotal	34	40	74
No response or ambiguous response	15	14	29
Total	49	54	103

* The source of these data is the SIB Supplement.

Table III-5 shows what reasons were given by the boys and girls themselves for having left school. (These reasons were given in response to Question 2 of the SIB Supplement.) In this table, the reasons are also distributed jointly with last grade completed.

Only about three per cent of the dropouts indicated that low grades or scholastic difficulties were at the root of their withdrawal from school; however it was undoubtedly a big factor, since about

Table III-5. Distributions of Reasons Given for Leaving School*; by Sex and by Last Grade Completed (Based on 15-Year-Olds Not in School for Whom SIB Supplements Were Filled Out)

Reason for Leaving School*	Boys	Girls	Total	Last Grade Completed: No Info.	Never Entered	Un-Graded	2	3	4	5	6	7	8	9	10
1. Illness or physical handicap															
a. Illness	2	5	7	1	1	-	-	-	-	-	-	-	2	3	-
b. Physical handicap	-	3	3	-	1	-	1	1	-	-	-	-	-	-	-
2. To help out at home															
a. Help with housework	-	3	3	-	-	-	-	1	1	-	1	-	-	-	-
b. Take care of children	-	2	2	-	-	-	-	-	2	-	-	-	-	-	-
c. Take care of invalid	-	2	2	-	-	-	-	-	-	-	2	-	-	-	-
3. No money	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
4. To work	9	9	18	4	-	-	-	2	7	-	3	-	1	1	-
5. Marriage and/or pregnancy															
a. Marriage	-	6	6	1	-	-	-	-	-	-	1	1	1	2	-
b. Pregnancy	-	8	8	1	-	-	-	-	-	-	1	2	2	1	1
c. Marriage and pregnancy	-	3	3	-	-	-	-	-	-	-	-	1	2	-	-
6. Disliked school or school staff															
a. Couldn't get along with tchr. or prin.	2	1	3	1	-	-	-	-	-	1	-	-	-	1	-
b. Didn't like school	5	3	8	-	-	-	-	-	-	2	3	-	1	1	1
7. Couldn't do the work; low grades	3	-	3	-	-	-	-	1	-	-	-	-	2	-	-
8. Was expelled	7	-	7	2	-	-	-	-	-	-	-	1	1	2	1
9. Committed to reform school or training school	6	2	8	4	-	-	-	-	-	-	-	1	2	1	-
10. Mental hospital	-	2	2	-	-	-	-	-	-	-	-	-	1	1	-
11. "No reason"	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
12. Other	1	-	1	-	-	-	-	-	-	-	-	1	-	-	-
13. No answer given															
a. Interviewer says mentally retarded	6	2	8	1	7	-	-	-	-	-	-	-	-	-	-
b. Interviewer says functionally illiterate	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
c. No information available	5	3	8	4	-	1	-	-	-	2	-	1	-	-	-
TOTAL	49	54	103	19	9	1	1	5	10	5	12	8	17	13	3

*Based on response to SIB Supplement Item #2.

60 per cent of them reported in response to Question 2 of the SIB Supplement that their school grades had been very low.

Desire to get a job was given as a reason by many. For how many of these boys and girls a job was really a matter of desperate necessity rather than just an excuse for getting away from a hated school is problematical. There were at least one or two cases, however, in which desperate financial straits did seem to be the deciding factor; for instance a boy who withdrew because he couldn't pay the "book fee", and hoped to return. There were also several who withdrew under parental pressure to help support the family or to stay at home and take care of an invalid grandparent. Statements to this effect, written legibly and with grammatically correct wording, together with an expressed interest in returning to school, suggest that there are at least a few boys and girls of high school age who badly want an education and would be capable of profiting from it, but are deprived of it by conditions beyond their control.

D. The 15-Year-Old Out of School

Once the student has left school, what is his life like? Does he manage to get a job? Does he have any regrets? Does he ever consider returning to school? The S1B Supplement throws some light on these questions. For most of the boys and girls who indicated that their reason for dropping out of school was that they wanted to get a job and earn money, efforts in this direction appear to have been doomed to failure. Only seven of the 18 who explicitly stated that they had dropped out of school in order to get a job indicated they had been working regularly since then.

But few of them seemed to have much genuine interest in going back to school. About 30 per cent of them said they had thought about returning to school, but some of their replies to the question "Under what conditions would you return?" suggested that they were not very eager to do so. Some of these replies boiled down to an expressed willingness to return only if major changes were made in the school or its staff.

Joint distributions of responses to S1B Supplement Item 2 ("Why did you leave school?"), Item 5 ("Have you been working regularly since you left school?") and Item 3 ("Have you thought about returning to school?") are presented in Table III-6, separately for boys and girls.

Table III-7 summarizes the relationship between working regularly and interest in returning to school. This table is based on boys only, since the picture for girls is complicated by the fact that so many of them withdrew for reasons which would keep them out of the labor market (e.g., to help out in their own homes). While the data of Table III-7

Table III-6 Joint Distribution of Responses to 3 SIB Supplement Items (#2, #3, #6), by Sex
(Based on 15-Year-Olds Not in School for Whom SIB Supplements Were Filled Out)

	49 Boys												54 Girls											
#2. Reason for Leaving ↓ / #5. Working Regularly? →	Yes			No				No Ans.	Total				Yes			No				No Ans.	Total			
#3. Thought About Returning? →	Yes	No	Tot.	Yes	No	No Ans.	Tot.	No Ans.	Yes	No	No Ans.	Tot.	Yes	No	Tot.	Yes	No	No Ans.	Tot.	No Ans.	Yes	No	No Ans.	Tot.
1. Illness or Physical handicap																								
a. Illness	-	-	-	1	1	-	2	-	1	1	-	2	-	-	-	2	2	-	4	1	2	2	1	5
b. Physical handicap	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	2	1	1	1	1	3
2. To help out at home																								
a. Help with housework	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	-	-	3	-	3
b. Take care of children	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	1	-	1	1	-	2
c. Take care of invalid	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	-	-	1	-	2	-	-	2
3. No Money	-	-	-	1	-	-	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
4. To work	2	2	4	1	4	-	5	-	3	6	-	9	-	3	3	-	6	-	6	-	-	9	-	9
5. Marriage and/or pregnancy																								
a. Marriage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5	1	-	5	1	6
b. Pregnancy	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2	4	1	-	5	1	5	2	1	8
c. Marriage and pregnancy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	3	-	1	2	-	3
6. Disliked school or school staff																								
a. Couldn't get along with teacher or principal	-	-	-	2	-	-	2	-	2	-	-	2	-	-	-	-	1	-	1	-	-	1	-	1
b. Didn't like school	-	2	2	1	2	-	3	-	1	4	-	5	-	-	-	2	1	-	3	-	2	1	-	3
7. Couldn't do the work; low grades	-	1	1	-	2	-	2	-	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-
8. Was expelled	-	2	2	4	1	-	5	-	4	3	-	7	-	-	-	-	-	-	-	-	-	-	-	-
9. Committed to reform school or training school	-	-	-	2	1	3	6	-	2	1	3	6	-	-	-	1	-	1	2	-	1	-	1	2
10. Mental hospital	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	2	-	1	1	-	2
11. "No reason"	-	-	-	-	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
12. Other	-	-	-	-	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
13. No answer given																								
a. Interviewer says mentally retarded	-	-	-	-	5	-	5	1	-	5	1	6	-	-	-	-	2	-	2	-	-	2	-	2
b. Interviewer says functionally illiterate	-	-	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
c. No information available	-	-	-	-	-	-	-	5	-	-	5	5	-	-	-	-	-	-	-	3	-	-	3	3
TOTAL	2	7	9	12	18	3	33	7	14	25	10	49	2	5	7	14	25	1	40	7	16	30	8	54

Table III-7. Joint Distribution of Responses to S1B Supplement Items 5 ("Have You Been Working Regularly...?") and 3 ("Have You Thought About Returning...?")

Based on 15-year-old boys not in school.

#3. Thought About Returning?	#5. Working Regularly?			
	Yes	No	No answer	Total
Yes	2	12	-	14
No	7	18	-	25
No answer	-	3	7	10
Total	9	33	7	49

are based on too few cases to be significant, they do serve as signposts suggesting that among a substantial proportion of the dropouts there is at least an element of regret at having withdrawn from school.

E. Environmental Factors

It seemed likely that localities characterized by a relatively large number of 15-year-olds not in school would be different in important respects from other localities. As a preliminary check on the degree to which this was true, the dropouts were classified according to characteristics of their neighborhoods. Considerable information on the characteristics of the neighborhood served by each school participating in Project Talent is provided by the General School Characteristics Questionnaire. A taxonomy system* for classifying public secondary schools into 17 groups which was developed in another phase of Project Talent is based in part on these characteristics, and this taxonomy can be used to throw some light on the nature of the neighborhoods in which the school dropouts live. The 17 taxonomy groups are described in Appendix A, Part 2. Four tables in Appendix E (Tables E-1, E-2, E-3, E-4) show the distribution of certain salient characteristics (kind of housing, character of neighborhood, percentage of "minority group" students, and teachers' starting salary) estimated for the total group of public secondary schools in the United States (divided into four categories of schools representing the combination of the 17 public secondary school taxonomy categories into four larger groupings). Inspection of these four tables will give some idea of the character of these groups of taxonomy categories. For fuller information about them, the reader is referred to the second technical report (Flanagan, et al., op.cit.). Table III-8 shows the distribution, according to taxonomy group, of the schools that the dropouts would be attending.

---

*Described in Studies of the American High School (Flanagan, et al., op. cit. Chapter 4).

Table III-8

Composition (by School Taxonomy Group) of "Special Sample" of Non-High-School 15-Year-Olds

	Public Secondary School Taxonomy Groups ##					Total	A	B	C	D		
							Counts for "Special Sample"					
Code	Kind of H.S.	Region	Kind of Community	Pop. of Community	Economic Level	Reg. Sample S.H.S.	School Districts	Grade 10 Students#	15-Yr-Olds Below Grade 9	15-Yr-Olds Not In School	C/B	D/B
10	Voc. or Trade	***	***	***	***	35	**	--	--	--		
21	Other	***	Lgst.City	1,500,000 up	Low	27	2	977	95	51	.097	.052
22	"	***	" "	" "	Mod-High	55	5	1953*	83	25	.042-	.013-
31	"	***	Lg. City	250,000-1,499,999	Low	5	1	190	16	5	.084	.026
32	"	***	" "	" "	Mod-High	21	3	631	46	13	.073	.021
41	"	N. E.	Urban	5,000-249,999	Low	4	0	0	0	0	--	--
42	"	"	"	" "	Mod-High	47	4	803	50	4	.062	.005
43	"	"	Small Town	***	***	31	3	216	105	9	.486	.042
44	"	"	Rural	***	***	22	3	300	59	0	.197	.000
51	"	S. E.	Urban	5,000-249,999	Low	24	3	219	59	25	.269	.114
52	"	"	"	" "	Mod-High	45	1	81	30	0	.370	.000
53	"	"	Small Town	***	***	42	4	401	46	9	.115	.022
54	"	"	Rural	***	***	101	11	796	193	37	.242	.046
61	"	Other	Urban	5,000-249,999	Low	11	3	652	35	2	.054	.003
62	"	"	"	" "	Mod-High	83	7	1922	216	55	.112	.029
63	"	"	Small Town	***	***	138	13	961	104	9	.108	.009
64	"	"	Rural	***	***	131	12	539	15	9	.028	.017
Total						822	75	10641	1152	253	.108	.024

*One of the 5 schools is not included, since it had no students above Grade 8.
**Excluded from "Special Sample" school districts by definition.
***Not a factor in classification, for this taxonomy group.
#Grade 9 students were counted in schools that lacked Grade 10.
##A more detailed description of the 17 taxonomy groups is given in Appendix A, Part 2.

Also shown in this table, for purposes of comparison, are the total number of Grade 10 students (of all ages) in each taxonomy group in the schools of the "special sample", the number of 15-year-olds below Grade 9 in the same districts, and the number of special-sample schools in each taxonomy group. Table III-8 reveals considerable scatter of the dropouts in terms of school taxonomy group. The rural south (Taxonomy Group 54) and poor neighborhoods in southern cities (Taxonomy Group 51) and in the very large northern cities (Taxonomy Group 21) account for more than their share. Small towns in the Northeast also seem to have a bit more than their share of dropouts. This is shown by the column labeled "D/B", which presents the ratio of 15-year-old dropouts to number of Grade 10 students of all ages. (Grade 10 was chosen for this purpose because it is the normal grade for 15-year-olds.)

The C/B column shows the ratio of 15-year-olds below Grade 9 to Grade 10 students. Comparison of this column with the D/B column shows some noticeable disparities. Taxonomy Group 52, for instance, accounts for far more than its share of 15-year-olds below Grade 9 and fewer 15-year-old dropouts. Differences among schools (and among categories of schools) in regard to promotion policy and local differences in compulsory education regulations probably account for many of the disparities. There is only a slight positive correlation, not significantly different from 0, between prevalence of dropouts among the 15-year-olds and prevalence of 15-year-olds below Grade 9. (The Spearman rank-order correlation between D/B and C/B, for 15 "cases", i.e., 15 taxonomy groups, is .28.)

More light is thrown on the 15-year-old dropout by inspecting the characteristics of the four schools that account for over half of the dropouts. These four schools, in descending order of proportion of dropouts, are:

1. A southwestern school (Taxonomy Group 62). About 55 per cent of its students are Latin-American, and about 5 per cent are Negro.

2. A segregated school for Negroes in a southern city (Taxonomy Group 51).

3. A segregated school for Negroes in a rural area in the South (Taxonomy Group 54).

4. A New York City school (Taxonomy Group 21); about 55 per cent Latin-American, 15 per cent Negro.

These four schools apparently serve disadvantaged groups in large part. And adding just three additional schools brings the percentage of 15-year-old dropouts accounted for up to about 70 per cent. And these three other schools, too, serve substantial proportions of disadvantaged groups, including in the case of one school in the West, quite a few Indians.

F. Summary and Conclusions

As has been indicated, most of the 15-year-old dropouts who indicated they left school for economic reasons were unable to get regular jobs. This is hardly surprising, of course, to anyone who views the situation realistically. There are very few jobs open to the 15-year-old dropout--and most of these boys and girls have three strikes against them in the competition for what few jobs there are. First, the typical 15-year-old dropout lacks specific training and job skills. Secondly he lacks the basic tools of functional literacy--namely adequate reading and writing skills. And thirdly the child labor laws and other legal restrictions place sharp limitations on the kinds of work he may do.

It must be borne in mind that the group of dropouts we are talking about now are not the boys and girls who leave high school at the age of 17 or 18, after getting as far as, perhaps, the eleventh or twelfth grade. A substantial proportion of this older group of dropouts presumably consists of boys and girls who are fully capable of graduating from high school, and whose failure to do so is due primarily to deficient motivation rather than to deficiencies in ability. The withdrawal of these boys and girls from high school before graduation is undoubtedly a loss not only to themselves but to society. But as far as the 15-year-old dropouts are concerned, our evidence strongly suggests that very few of them, at present, have adequate reading and writing skills to enable them to master high school work and meet any reasonable standards for high school graduation. Thus, under present circumstances, most of these boys and girls probably would not have graduated even if they had stayed in school until they were 18.

While there is probably no pat solution to their problems, and to the problem they create for society, concentration of efforts on bringing boys and girls with reading deficiencies up to minimum standards of literacy might be the most constructive single step that could be taken in making it possible for them to profit from their schooling and to acquire marketable skills. And any success that might be achieved in raising their basic literacy level would also probably cut the number of dropouts by making them more interested in staying in school a while longer--perhaps even until graduation.

There are two hopeful aspects to the problem of the 15-year-old dropout. The first of these is that the magnitude of the problem is not great; only a very small percentage of the 15-year-olds are not in school. And the second hopeful aspect lies in the fact that the problem is apparently a relatively localized one--largely concentrated in a few areas. This localization is fortunate because it makes it possible to concentrate remedial efforts rather than scattering and diluting them. And although this may seem like a somewhat paradoxical statement, the fact that the problem occurs primarily among underprivileged or disadvantaged groups is also a hopeful sign, because it increases the possibility that remedial efforts will succeed. For instance it appears that a substantial segment of the 15-year-old dropout group consists of Puerto Ricans--many of them probably fairly recent arrivals in the United States proper and therefore severely handicapped in terms of English-language literacy. This handicap is not a genetically transmitted disability, and it can be greatly reduced by training.

All things considered, the compulsory education laws in most states appear to be fairly effective in keeping boys and girls from dropping out of school before they reach 16--but there are apparently scattered trouble spots, here and there, where sizable groups are not receiving their quota of free education. Steps can be taken to improve this situation.

Chapter IV. ANALYSIS OF AGE-GRADE RELATIONSHIPS

A. Introduction

To provide proper perspective for the interpretation of the data for 15-year-olds it is necessary to know how the 15-year-olds as a group fit into the total pattern. It is not enough to know merely what grades these students are in and what kinds of test scores they get, both as an overall group and in terms of the subgroups into which they may be split on the basis of grade and sex. These sorts of data, which are presented in Chapter V, tell us a great deal about the 15-year-old. But what they do not tell us clearly is how the 15-year-old compares with the 16-year-old, the 17-year-old, the 14-year-old, and the rest of his schoolmates--not merely in regard to grade distribution but also in regard to abilities and achievement, as measured by performance on the tests of the TALENT battery.

It is the purpose of this chapter, therefore, to provide the required background of age-grade patterns and age-grade-score patterns, for high school boys and girls, as a setting against which the data for 15-year-olds presented in the following chapter can best be interpreted.

B. Definition of Group on Which Data are Based

All of the data presented in the present chapter (except Table IV-5) are based on a ten per cent subsample of the Project TALENT schools--more specifically, on that particular ten per cent subsample, designated Subsample 0, which was also used to define the school districts in which 15-year-olds not in high school were to be located and tested. (The present chapter, however, is concerned only with the Grade 9-12 population, not with the special sample of 15-year-olds not in high school.)

An additional restriction, a very minor one, is that the data in this chapter are limited to the age range 12 to "20+", where "20+" means ages 20 and 21 combined. This combining was done to simplify computer processing. The two groups are so small that they have little weight in any event, and it was therefore felt that combining them would not cause any major problems. Also in the interests of simplicity, a tiny handful of cases below age 12 (there were no more than three or four such cases at most) were eliminated, as were the very few cases over 21 years of age. In defining the age limits of the group (12 to 21) age was considered to mean "age at last birthday" as of the time of testing.

All the data analyses presented in this chapter are based only on those students for whom complete data are available. There is no reason to believe that these students are atypical in any important respect of the total group.

The total group on which the data of the present chapter are based, then, consists of 26,503 students.

C. Age-Grade Patterns

Table IV-1 shows how the 26,503 cases of our subsample are distributed, in terms of age, grade, and sex. In this table, the 2-year modal age interval is represented by the year immediately above the diagonal zigzag line and the year immediately below. Below the modal cases towards the bottom of the chart are the students who are above the normal grade for their age. These include both the students who have been accelerated and the students who are ahead of their age group because they entered the first grade a little younger than is customary. Likewise, above the modal group towards the top of the chart (Table IV-1) are the students who are below the normal grade for their age. These include students who have failed a grade or more sometime in their schooling, and perhaps also a few boys and girls who entered school a year or two late or lost time because of illness.

The numbers of students shown in Table IV-1 are raw frequencies, which have not been weighted to correct for differential sampling ratios. The corresponding weighted frequencies, which are approximately proportional to the numbers of students in these subgroups in the United States as a whole, are shown in Table IV-2. The dropout rate is highest, of course, for the group that is markedly below grade-for-age, but there is apparently a holding of the line against dropout, in the case of students who are very much over-age for their grade but nevertheless stay in high school considerably beyond the age when it would be easy for them to drop out. This is particularly true in the case of students who have reached at least the eleventh grade, so that graduation seems almost within grasp.

But in making comparisons of this sort it is necessary to take account of differential birth rates in different years. For instance, when we tested in 1960 there were about 15 per cent more 17-year-olds than 18-year-olds in the United States. This difference was, of course, reflected in the ratio of 17-year-olds to 18-year-olds in Grade 12, where these two age groups encompass the modal age. For this reason the total U. S. population in different age categories is shown in the last column of Table IV-2.

The purpose of Table IV-3 is to make direct comparisons simpler. For this table, numbers of cases have been corrected to approximate

Table IV-1. No. of Students in Project TALENT Sample, Distributed by Grade, Age and Sex (Ages 12 to 20+; Grades 9-12; Cases with Complete Data; Subsample 0)

Age*	Sex	Grade 9	Grade 10	Grade 11	Grade 12	Total
20-21	M	2	2	13	24	41
	F	--	1	1	9	11
	Total	2	3	14	33	52
19	M	2	6	32	136	176
	F	1	2	12	68	83
	Total	3	8	44	204	259
18	M	6	46	180	868	1100
	F	6	22	100	692	820
	Total	12	68	280	1560	1920
17	M	79	290	1228	1688	3285
	F	36	150	971	1923	3080
	Total	115	440	2199	3611	6365
16	M	356	1294	1815	88	3553
	F	177	1038	2161	116	3492
	Total	533	2332	3976	204	7045
15	M	1323	1810	73	2	3208
	F	1141	2118	111	5	3375
	Total	2464	3928	184	7	6583
14	M	1719	91	1	--	1811
	F	2110	113	1	1	2225
	Total	3829	204	2	1	4036
13	M	96	1	--	--	97
	F	131	3	--	1	135
	Total	227	4	--	1	232
12	M	7	--	--	1	8
	F	3	--	--	--	3
	Total	10	--	--	1	11
Total	M	3590	3540	3342	2807	13279
	F	3605	3447	3357	2815	13224
	Total	7195	6987	6699	5622	26503

Note: The zigzag line represents the progression of modal age groups from grade to grade.

* Age at last birthday at time of testing (Spring 1960).

Table IV-2. Numbers of students, by age, grade, and sex, proportional to corresponding numbers in total U.S. high school population.*

Age**	Sex	N					U.S.pop.*** in 1000's
		Grade 9	Grade 10	Grade 11	Grade 12	Total	
20-21	M	413	432	2629	5328	8802	2149
	F	0	500	221	2205	2926	2244
	Total	413	932	2850	7533	11728	4393
19	M	433	1259	6764	28415	36871	1108
	F	211	721	2408	14048	17388	1168
	Total	644	1980	9172	42463	54259	2276
18	M	1516	9642	39873	178064	229095	1249
	F	1539	5204	20893	138607	166243	1249
	Total	3055	14846	60766	316671	395338	2498
17	M	17448	61238	259461	351171	689318	1457
	F	8576	32653	202899	388105	632233	1415
	Total	26024	93891	462360	739276	1321551	2872
16	M	75505	270118	382577	17433	745633	1450
	F	38211	212826	447055	22331	720423	1389
	Total	113716	482944	829632	39764	1466056	2839
15	M	275160	379807	13555	320	668842	1435
	F	231308	445461	21473	844	699086	1367
	Total	506468	825268	35028	1164	1367928	2802
14	M	360810	17349	120	--	378279	1403
	F	442366	21696	120	186	464368	1345
	Total	803176	39045	240	186	842647	2748
13	M	18142	120	--	--	18262	1789
	F	25113	360	--	200	25673	1726
	Total	43255	480	--	200	43935	3515
12	M	1034	--	--	220	1254	1825
	F	360	--	--	--	360	1758
	Total	1394	--	--	220	1614	3583
Total	M	750461	739965	704979	580951	2776356	13865
	F	747684	719421	695069	566526	2728700	13661
	Total	1498145	1459386	1400048	1147477	5505056	27526

---

* The frequencies in this table were obtained by weighting each case in Table IV-1 by the appropriate value (School Weight A) to correct for differential sampling ratio and for rate of participation in Project TALENT of the selected schools in the stratum. These weighted frequencies, therefore, are approximately proportional to the corresponding numbers of students in the total U.S. high school population.

** "Age at last birthday" at time of testing (Spring 1960).

*** 1960 census.

Note: The zigzag line represents the progression of modal age groups from grade to grade.

Table IV-3 Theoretical Percentage Distribution* of U.S. High School Students by Age, Grade, and Sex (Ages 12 to 20+; Grades 9-12)

		Est. % of Sample**					U.S.pop***
Age	Sex	Grade 9	Grade 10	Grade 11	Grade 12	Total	in 1000's
20-21	M	.010	.010	.061	.125	.206	2149
	F	--	.011	.005	.050	.066	2244
	Total	.010	.021	.066	.175	.272	4393
19	M	.009	.030	.156	.649	.844	1108
	F	.004	.015	.052	.304	.375	1168
	Total	.013	.045	.208	.953	1.219	2276
18	M	.030	.195	.810	3.613	4.648	1249
	F	.030	.105	.424	2.812	3.371	1249
	Total	.060	.300	1.234	6.425	8.019	2498
17	M	.303	1.064	4.513	6.108	11.988	1457
	F	.154	.586	3.633	6.950	11.323	1415
	Total	.457	1.650	8.146	13.058	23.311	2872
16	M	1.319	4.720	6.686	.304	13.029	1450
	F	.697	3.882	8.156	.407	13.142	1389
	Total	2.016	8.602	14.842	.711	26.171	2839
15	M	4.860	6.706	.240	.005	11.811	1435
	F	4.287	8.258	.399	.015	12.959	1367
	Total	9.147	14.964	.639	.020	24.770	2802
14	M	6.516	.312	.002	--	6.830	1403
	F	8.335	.409	.002	.004	8.750	1345
	Total	14.851	.721	.004	.004	15.580	2748
13	M	.256	.002	--	--	.258	1789
	F	.368	.006	--	.003	.377	1726
	Total	.624	.008	--	.003	.635	3515
12	M	.014	--	--	.003	.017	1825
	F	.006	--	--	--	.006	1758
	Total	.020	--	--	.003	.023	3583
Total	M	13.317	13.039	12.468	10.807	49.631	13865
	F	13.881	13.272	12.671	10.545	50.369	13661
	Total	27.198	26.311	25.139	21.352	100.000	27526

Note: The zigzag line represents the progression of modal age groups from grade to grade.

*Based on same cases as Table IV-2.

**The percentages are theoretical, not actual, because they have been corrected for differential birth rate in different years.

***1960 Census.

age group. These corrected frequencies have then been converted to percentages of the total sample. It is these percentages that are presented in Table IV-3. This method is intended to provide an indication of what the age-grade bivariate distribution would be if the U. S. population were equal for all ages in the high school range.

From this table, then, although its development involves elements of approximation and although in some of the cells around the fringes it is based on very small numbers of cases, it is possible to get some useful information concerning acceleration, retardation, and dropout, and to draw some important inferences in these areas.

As an example of how the table may be used, let us look at the data for eleventh- and twelfth-graders. From the data in Table IV-3 it may be inferred that 77.2 per cent of 18-year-old eleventh-graders become 19-year-old twelfth-graders, and that 78.9 per cent of 17-year-old eleventh-graders become 18-year-old twelfth-graders. There seems to be about as great a probability, then, that an 18-year-old eleventh-grader will become a 19-year-old twelfth-grader as that a 17-year-old eleventh-grader will become an 18-year-old twelfth-grader.

If we take as one definition of a suitable normative group for high school students those students who are going to reach Grade 12 right on schedule, in other words without any acceleration and without any retardation, and who therefore stand a very good chance of graduating on schedule, we can infer from the Grade 12 column of Table IV-3 that this group consists of 17-year-olds and 18-year-olds in very roughly a five-to-three ratio for boys and a seven-to-three ratio for girls. Applying these same ratios in the lower grades we would infer, for instance, that when the twelfth-grade girls from this group were in Grade 9, 70 per cent of them were 14 years old and 30 per cent were 15. Similarly in Grade 10, 70 per cent of them were 15 and 30 per cent were 16, and in Grade 11, 70 per cent were 16 and 30 per cent were 17. For convenience in the present discussion we shall call the group defined in this manner the "standard group". This group will be referred to again later.

D. The Test Variables

Data are presented in this chapter for the following 18 test variables*, selected to cover a wide variety of aptitudes, abilities, and areas of achievement and information.

1. R-102 Vocabulary Information (Part I)
2. R-105 Social Studies Information
3. R-107 Physical Science Information
4. R-108 Biological Science Information
5. R-111 Electricity and Electronics Information
6. R-112 Mechanical Information
7. R-114 Home Economics Information

---

*Appendix A-2 presents

8. R-115 Sports Information
9. R-190 Information Part I Total

10. R-230 English Total
11. R-250 Reading Comprehension
12. R-260 Creativity
13. R-270 Mechanical Reasoning
14. R-282 Visualization in Three Dimensions
15. R-290 Abstract Reasoning

16. R-311 Mathematics I. (Arithmetic Reasoning)
17. R-312 Mathematics II. (Introductory high school mathematics)

18. F-410 Arithmetic Computation

E. Relation of Test Scores to Age and Grade

Table IV-4 presents weighted means and standard deviations on 18 TALENT tests or subtests, for boys and girls separately, for each age-grade group. Corresponding means and standard deviations by grade and sex, with all age groups combined, are also shown in the table.

To make direct comparisons among tests possible, Table IV-4 also shows, for the raw score mean for each age-grade-sex group, the corresponding standard score based on the complete group of 15-year-olds. The means and standard deviations used as the basis for determining these standard scores (in other words, the means and standard deviations estimated for the total 15-year-old population on the 18 variables) are shown in Table IV-5, together with the corresponding means and standard deviations for boys and girls separately.

For 12 of the tests the standard score means are also shown graphically in Figures IV-1 to IV-12. These 12 variables are:

R-102	Vocabulary Information (Part I)	(Fig. IV-1)
R-107	Physical Science Information	(Fig. IV-2)
R-111	Electricity and Electronics Info.	(Fig. IV-3)
R-112	Mechanical Information	(Fig. IV-4)
R-190	Information Part I Total	(Fig. IV-5)
R-230	English Total	(Fig. IV-6)
R-250	Reading Comprehension	(Fig. IV-7)
R-260	Creativity	(Fig. IV-8)
R-282	Visualization in Three Dimensions	(Fig. IV-9)
R-290	Abstract Reasoning	(Fig. IV-10)
R-311	Mathematics I. (Arithmetic Reasoning)	(Fig. IV-11)
R-312	Mathematics II. (Introd. h. s. math.)	(Fig. IV-12)

In these graphs, only five points were plotted for each grade, to eliminate most of the means based on very small numbers of cases. Each graph consists of four curves, corresponding to the four high school

Table IV-4. Weighted means, corresponding standard deviations, and corresponding N's, by grade, age, and sex, on selected Project TALENT Tests

(For students in Grades 9-12; ages 12 to 20+; cases with complete data only; Subsample 0)

This table consists of 18 sections as follows:

Section	Variable	
A	R-102	Vocabulary Information (Part I)
B	R-105	Social Studies Information
C	R-107	Physical Science Information
D	R-108	Biological Science Information
E	R-111	Electricity and Electronics Information
F	R-112	Mechanical Information
G	R-114	Home Economics Information
H	R-115	Sports Information
I	R-190	Information Part I Total
J	R-230	English Total
K	R-250	Reading Comprehension
L	R-260	Creativity
M	R-270	Mechanical Reasoning
N	R-282	Visualization in Three Dimensions
O	R-290	Abstract Reasoning
P	R-311	Mathematics I (Arithmetic Reasoning)
Q	R-312	Mathematics II (Introductory high school mathematics)
R	F-410	Arithmetic Computation

The means and standard deviations are based on data weighted to provide an estimate of the values for the national population of high school students. (School Weight "A" was used for this purpose.) N is the corresponding weighted number of cases. The N's, thus, are approximately proportional to the numbers of students in the population.

The notation used in this table is as follows:

N' = number of students in Project TALENT sample (unweighted)

N = weighted number of cases

σ = standard deviation of weighted cases

M = mean of weighted cases

z = standard score corresponding to M. The standard scores are based on the estimated means and standard deviations for the total population of 15-year-olds (boys and girls combined). (These means and standard deviations are shown in Table IV-5.)

(continued)

Table IV-4 (cont.)

Section A. R-102 Vocabulary Info (Part I)

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	13.901	2.323	0.65	3	4	14.333	1.248	0.75
9	13	96	181	11.493	4.581	0.09	131	251	9.747	4.357	-0.32
9	14	1719	3608	11.771	3.822	0.15	2110	4424	10.338	3.758	-0.19
9	15	1323	2752	10.441	4.109	-0.16	1141	2313	9.115	3.909	-0.47
9	16	356	755	8.446	3.621	-0.63	177	382	6.695	3.419	-1.04
9	17	79	174	7.395	3.271	-0.88	36	86	5.931	2.898	-1.22
9	18	6	15	7.492	3.025	-0.86	6	15	5.018	2.059	-1.44
9	19	2	4	7.557	3.500	-0.84	1	2	8.000	.000	-0.74
9	20+	2	4	2.453	1.499	-2.04	0	0			
	Tot	3590	7505	10.827	4.091	-0.07	3605	7477	9.693	3.931	-0.34
10	12	0	0				0	0			
10	13	1	1	15.000	.000	0.91	3	4	12.000	3.742	0.20
10	14	91	173	12.924	4.541	0.42	113	217	11.940	4.219	0.19
10	15	1810	3798	13.007	3.889	0.44	2118	4455	11.561	3.951	0.10
10	16	1294	2701	11.603	4.057	0.11	1038	2128	10.413	4.040	-0.17
10	17	290	612	9.773	3.558	-0.32	150	327	8.198	3.309	-0.69
10	18	46	96	8.433	3.472	-0.63	22	52	6.114	2.592	-1.18
10	19	6	13	7.583	2.645	-0.83	2	7	9.000	.000	-0.50
10	20+	2	4	7.454	2.500	-0.87	1	5	7.000	.000	-0.97
	Tot	3540	7400	12.153	4.083	0.24	3447	7194	11.035	4.056	-0.02
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	19.000	.000	1.85	1	1	12.000	.000	0.20
11	15	73	136	14.748	3.640	0.85	111	215	12.501	4.490	0.32
11	16	1815	3826	13.896	3.747	0.65	2161	4471	12.185	3.997	0.25
11	17	1228	2595	12.714	3.978	0.37	971	2029	11.047	4.045	-0.02
11	18	180	399	10.039	3.970	-0.26	100	209	8.376	3.356	-0.65
11	19	32	68	8.586	4.509	-0.60	12	24	6.577	2.827	-1.07
11	20+	13	26	9.166	4.507	-0.46	1	2	9.000	.000	-0.50
	Tot	3342	7050	13.191	4.012	0.48	3357	6951	11.728	4.094	0.14
12	12	1	2	20.000	.000	2.08	0	0			
12	13	0	0				1	2	15.000	.000	0.91
12	14	0	0				1	2	11.000	.000	-0.03
12	15	2	3	10.750	.968	-0.09	5	8	13.844	3.683	0.64
12	16	88	174	14.868	3.534	0.88	116	223	12.554	4.217	0.34
12	17	1688	3512	14.717	3.501	0.84	1923	3881	13.047	3.941	0.45
12	18	868	1781	13.121	3.787	0.47	692	1386	12.086	4.102	0.22
12	19	136	284	11.021	3.459	-0.03	68	140	7.947	3.530	-0.75
12	20+	24	53	9.170	3.358	-0.46	9	22	7.830	3.008	-0.78
	Tot	2807	5810	14.000	3.755	0.67	2815	5665	12.647	4.081	0.36

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section B. R-105 Social Studies Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	17.526	5.172	0.86	3	4	17.333	2.625	0.82
9	13	96	181	14.658	5.794	0.34	131	251	11.579	5.479	-0.22
9	14	1719	3608	14.110	5.402	0.24	2110	4424	12.048	4.653	-0.14
9	15	1323	2752	12.242	5.482	-0.10	1141	2313	10.310	4.892	-0.46
9	16	356	755	9.363	4.503	-0.63	177	382	7.483	4.182	-0.97
9	17	79	174	7.387	4.288	-0.99	36	86	6.904	4.086	-1.08
9	18	6	15	8.261	3.733	-0.83	6	15	7.455	3.479	-0.98
9	19	2	4	9.621	7.499	-0.58	1	2	8.000	.000	-0.88
9	20+	2	4	3.937	1.999	-1.62	0	0			
	Tot	3590	7505	12.789	5.607	0.00	3605	7477	11.194	4.896	-0.30
10	12	0	0				0	0			
10	13	1	1	23.000	.000	1.85	3	4	18.333	4.497	1.00
10	14	91	173	15.976	5.291	0.58	113	217	13.609	5.487	0.14
10	15	1810	3798	15.609	5.070	0.51	2118	4455	13.097	4.851	0.05
10	16	1294	2701	13.366	5.567	0.10	1038	2128	11.528	4.767	-0.23
10	17	290	612	10.714	4.831	-0.38	150	327	8.696	4.184	-0.75
10	18	46	96	8.853	4.924	-0.72	22	52	7.788	2.756	-0.92
10	19	6	13	11.905	5.427	-0.17	2	7	13.000	.000	0.03
10	20+	2	4	8.944	3.000	-0.70	1	5	14.000	.000	0.22
	Tot	3540	7400	14.297	5.497	0.27	3447	7194	12.413	4.942	-0.07
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	23.000	.000	1.85	1	1	22.000	.000	1.67
11	15	73	136	18.313	4.548	1.00	111	215	14.258	5.537	0.26
11	16	1815	3826	16.991	4.914	0.76	2161	4471	14.744	4.918	0.35
11	17	1228	2595	15.411	5.323	0.47	971	2029	13.174	5.112	0.07
11	18	180	399	11.962	5.453	-0.16	100	209	9.942	4.033	-0.52
11	19	32	68	11.047	6.450	-0.32	12	24	7.387	3.074	-0.99
11	20+	13	26	11.953	6.497	-0.16	1	2	11.000	.000	-0.33
	Tot	3342	7050	16.075	5.306	0.59	3357	6951	14.101	5.085	0.23
12	12	1	2	21.000	.000	1.49	0	0			
12	13	0	0				1	2	13.000	.000	0.03
12	14	0	0				1	2	19.000	.000	1.13
12	15	2	3	15.375	4.357	0.47	5	8	16.557	2.907	0.68
12	16	88	174	17.642	5.041	0.88	116	223	14.820	4.708	0.36
12	17	1688	3512	17.481	4.525	0.85	1923	3881	15.032	4.705	0.40
12	18	868	1781	15.670	4.971	0.52	692	1386	13.949	4.956	0.21
12	19	136	284	13.229	4.988	0.08	68	140	9.883	4.450	-0.53
12	20+	24	53	10.360	4.440	-0.45	9	22	8.563	4.919	-0.77
	Tot	2807	5810	16.658	4.879	0.70	2815	5665	14.608	4.856	0.33

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section C. R-107 Physical Sciences Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	8.919	5.020	0.29	3	4	11.667	2.357	1.00
9	13	96	181	9.324	4.062	0.40	131	251	7.643	3.622	-0.04
9	14	1719	3608	9.163	3.750	0.36	2110	4424	7.290	3.412	-0.13
9	15	1323	2752	8.031	3.738	0.06	1141	2313	6.539	3.355	-0.32
9	16	356	755	6.467	3.305	-0.34	177	382	4.634	3.011	-0.81
9	17	79	174	5.197	2.850	-0.67	36	86	4.185	2.208	-0.93
9	18	6	15	4.606	1.554	-0.82	6	15	4.977	3.153	-0.73
9	19	2	4	3.557	3.500	-1.09	1	2	7.000	.000	-0.20
9	20+	2	4	4.516	.500	-0.84	0	0			
	Tot	3590	7505	8.373	3.825	0.15	3605	7477	6.895	3.445	-0.23
10	12	0	0				0	0			
10	13	1	1	13.000	.000	1.35	3	4	7.333	3.091	-0.12
10	14	91	173	9.471	4.471	0.43	113	217	7.753	3.547	-0.01
10	15	1810	3798	9.608	3.769	0.47	2118	4455	7.462	3.416	-0.08
10	16	1294	2701	8.361	3.864	0.15	1038	2128	6.663	3.419	-0.29
10	17	290	612	6.838	3.409	-0.25	150	327	4.847	2.545	-0.76
10	18	46	96	4.774	3.119	-0.78	22	52	3.067	1.604	-1.22
10	19	6	13	8.060	3.316	0.07	2	7	7.307	.461	-0.12
10	20+	2	4	7.546	2.500	-0.06	1	5	7.000	.000	-0.20
	Tot	3540	7400	8.854	3.908	0.28	3447	7194	7.084	3.447	-0.18
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	13.000	.000	1.35	1	1	10.000	.000	0.57
11	15	73	136	10.807	4.162	0.78	111	215	8.020	3.964	0.06
11	16	1815	3826	10.246	4.038	0.63	2161	4471	7,287	3.652	-0.13
11	17	1228	2595	9.190	4.073	0.36	971	2029	6.541	3.671	-0.32
11	18	180	399	7.107	3.544	-0.18	100	209	4.568	2.631	-0.83
11	19	32	68	5.094	3.648	-0.70	12	24	3.999	2.417	-0.98
11	20+	13	26	6.017	3.515	-0.46	1	2	4.000	.000	-0.98
	Tot	3342	7050	9.626	4.133	0.47	3357	6951	6.998	3.686	-0.20
12	12	1	2	17.000	.000	2.38	0	0			
12	13	0	0				1	2	11.000	.000	0.83
12	14	0	0				1	2	8.000	.000	0.05
12	15	2	3	6.500	1.936	-0.33	5	8	9.263	3.613	0.38
12	16	88	174	11.435	4.455	0.94	116	223	7.069	3.902	-0.19
12	17	1688	3512	11.018	4.141	0.83	1923	3881	7.524	4.030	-0.07
12	18	868	1781	9.650	4.325	0.48	692	1386	6.765	3.874	-0.26
12	19	136	284	7.530	3.920	-0.07	68	140	4.408	2.513	-0.87
12	20+	24	53	5.924	3.123	-0.48	9	22	3.495	2.381	-1.11
	Tot	2807	5810	10.394	4.311	0.67	2815	5665	7.231	3.997	-0.14

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section D. R-108 Biological Sciences Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	7.652	1.801	0.86	3	4	4.333	2.055	-0.49
9	13	96	181	5.543	2.286	0.00	131	251	4.617	2.338	-0.38
9	14	1719	3608	5.752	2.326	0.09	2110	4424	4.746	2.206	-0.32
9	15	1323	2752	5.235	2.455	-0.12	1141	2313	4.498	2.244	-0.42
9	16	356	755	4.231	2.128	-0.53	177	382	3.379	1.898	-0.88
9	17	79	174	3.997	2.072	-0.63	36	86	2.584	1.656	-1.20
9	18	6	15	4.707	1.002	-0.34	6	15	3.265	1.462	-0.93
9	19	2	4	3.524	1.500	-0.82	1	2	5.000	.000	-0.22
9	20+	2	4	1.000	.000	-1.85	0	0			
	Tot	3590	7505	5.360	2.403	-0.07	3605	7477	4.567	2.233	-0.40
10	12	0	0				0	0			
10	13	1	1	7.000	.000	0.59	3	4	3.333	.943	-0.90
10	14	91	173	6.702	2.187	0.47	113	217	5.372	2.305	-0.07
10	15	1810	3798	6.798	2.286	0.51	2118	4455	5.895	2.196	0.14
10	16	1294	2701	6.136	2.424	0.24	1038	2128	5.490	2.309	-0.02
10	17	290	612	5.163	2.225	-0.15	150	327	4.378	1.995	-0.47
10	18	46	96	4.403	2.289	-0.46	22	52	3.334	1.573	-0.90
10	19	6	13	5.582	2.950	0.02	2	7	5.307	.461	-0.10
10	20+	2	4	5.472	1.500	-0.03	1	5	3.000	.000	-1.03
	Tot	3540	7400	6.385	2.392	0.34	3447	7194	5.668	2.256	0.05
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	10.000	.000	1.81	1	1	7.000	.000	0.59
11	15	73	136	7.350	2.086	0.74	111	215	6.158	2.442	0.25
11	16	1815	3826	6.901	2.198	0.55	2161	4471	5.827	2.170	0.12
11	17	1228	2595	6.486	2.265	0.38	971	2029	5.570	2.152	0.01
11	18	180	399	5.484	2.327	-0.02	100	209	4.211	2.013	-0.54
11	19	32	68	5.098	2.372	-0.18	12	24	3.810	1.717	-0.70
11	20+	13	26	4.601	2.113	-0.38	1	2	5.000	.000	-0.22
	Tot	3342	7050	6.651	2.267	0.45	3357	6951	5.706	2.191	0.07
12	12	1	2	10.000	.000	1.81	0	0			
12	13	0	0				1	2	8.000	.000	1.00
12	14	0	0				1	2	7.000	.000	0.59
12	15	2	3	8.000	.000	1.00	5	8	6.090	1.933	0.22
12	16	88	174	6.597	2.221	0.43	116	223	5.652	2.350	0.05
12	17	1688	3512	7.033	2.139	0.61	1923	3881	5.930	2.184	0.16
12	18	868	1781	6.560	2.255	0.41	692	1386	5.753	2.254	0.09
12	19	136	284	5.568	2.254	0.01	68	140	4.456	1.834	-0.44
12	20+	24	53	5.547	2.185	0.00	9	22	4.097	1.788	-0.59
	Tot	2807	5810	6.791	2.215	0.51	2815	5665	5.834	2.214	0.12

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section E. R-111 Electricity and Electronics Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	7.294	4.597	0.15	3	4	4.667	1.700	-0.55
9	13	96	181	7.972	4.052	0.33	131	251	5.444	2.683	-0.34
9	14	1719	3608	8.167	3.977	0.39	2110	4424	5.337	2.500	-0.37
9	15	1323	2752	7.512	3.847	0.21	1141	2313	5.017	2.531	-0.45
9	16	356	755	6.572	3.499	-0.04	177	382	4.230	2.277	-0.66
9	17	79	174	5.369	3.014	-0.36	36	86	4.418	1.997	-0.61
9	18	6	15	5.945	3.198	-0.21	6	15	2.749	1.655	-1.06
9	19	2	4	5.573	4.499	-0.30	1	2	4.000	.000	-0.72
9	20+	2	4	2.906	2.999	-1.02	0	0			
	Tot	3590	7505	7.686	3.916	0.26	3605	7477	5.169	2.516	-0.41
10	12	0	0				0	0			
10	13	1	1	8.000	.000	0.34	3	4	3.333	.472	-0.90
10	14	91	173	9.127	4.781	0.64	113	217	5.337	2.473	-0.37
10	15	1810	3798	9.159	4.144	0.65	2118	4455	5.561	2.481	-0.31
10	16	1294	2701	8.517	4.175	0.48	1038	2128	5.266	2.518	-0.39
10	17	290	612	7.514	3.585	0.21	150	327	4.853	2.340	-0.50
10	18	46	96	6.251	4.049	-0.12	22	52	3.583	1.946	-0.84
10	19	6	13	7.596	4.346	0.23	2	7	4.307	.461	-0.64
10	20+	2	4	10.000	.000	0.87	1	5	1.000	.000	-1.52
	Tot	3540	7400	8.748	4.164	0.54	3447	7194	5.415	2.495	-0.35
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	14.000	.000	1.94	1	1	5.000	.000	-0.46
11	15	73	136	9.425	4.309	0.72	111	215	5.648	2.822	-0.28
11	16	1815	3826	9.942	4.197	0.86	2161	4471	5.662	2.610	-0.28
11	17	1228	2595	9.546	4.141	0.75	971	2029	5.248	2.672	-0.39
11	18	180	399	7.856	4.031	0.30	100	209	4.885	2.357	-0.49
11	19	32	68	6.813	4.280	0.03	12	24	4.341	2.638	-0.63
11	20+	13	26	6.721	4.785	0.00	1	2	6.000	.000	-0.19
	Tot	3342	7050	9.627	4.213	0.78	3357	6951	5.513	2.637	-0.32
12	12	1	2	15.000	.000	2.21	0	0			
12	13	0	0				1	2	11.000	.000	1.14
12	14	0	0				1	2	10.000	.000	0.87
12	15	2	3	8.375	3.389	0.44	5	8	4.308	2.357	-0.64
12	16	88	174	10.814	4.621	1.09	116	223	5.893	2.604	-0.22
12	17	1688	3512	10.953	4.309	1.13	1923	3881	5.910	2.812	-0.22
12	18	868	1781	10.102	4.513	0.90	692	1386	5.612	2.807	-0.29
12	19	136	284	8.465	4.370	0.47	68	140	4.459	2.464	-0.60
12	20+	24	53	6.304	3.000	-0.11	9	22	4.454	2.145	-0.60
	Tot	2807	5810	10.524	4.436	1.01	2815	5665	5.796	2.806	-0.25

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section F. R-112 Mechanical Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	9.625	2.994	0.17	3	4	5.667	1.700	-0.86
9	13	96	181	10.265	3.352	0.34	131	251	6.953	2.937	-0.52
9	14	1719	3608	11.039	3.273	0.54	2110	4424	7.205	2.747	-0.46
9	15	1323	2752	10.409	3.616	0.37	1141	2313	6.711	2.728	-0.59
9	16	356	755	8.934	3.713	-0.01	177	382	5.271	2.437	-0.96
9	17	79	174	7.657	3.329	-0.34	36	86	4.931	2.117	-1.05
9	18	6	15	7.433	2.718	-0.40	6	15	3.953	2.584	-1.31
9	19	2	4	7.589	5.499	-0.36	1	2	6.000	.000	-0.77
9	20+	2	4	4.969	1.000	-1.04	0	0			
	Tot	3590	7505	10.485	3.539	0.39	3605	7477	6.911	2.773	-0.54
10	12	0	0				0	0			
10	13	1	1	11.000	.000	0.53	3	4	5.667	2.055	-0.86
10	14	91	173	11.241	3.392	0.59	113	217	6.898	2.566	-0.54
10	15	1810	3798	12.030	3.297	0.80	2118	4455	7.632	2.781	-0.35
10	16	1294	2701	11.612	3.421	0.69	1038	2128	7.415	2.826	-0.40
10	17	290	612	10.529	3.640	0.41	150	327	6.157	2.715	-0.73
10	18	46	96	9.248	4.064	0.07	22	52	6.370	2.578	-0.68
10	19	6	13	6.909	3.422	-0.54	2	7	6.693	.462	-0.59
10	20+	2	4	8.981	1.001	0.00	1	5	5.000	.000	-1.03
	Tot	3540	7400	11.688	3.428	0.71	3447	7194	7.466	2.803	-0.39
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	10.000	.000	0.27	1	1	6.000	.000	-0.77
11	15	73	136	11.621	3.208	0.69	111	215	7.798	3.164	-0.30
11	16	1815	3826	13.181	3.007	1.10	2161	4471	8.119	2.922	-0.22
11	17	1228	2595	12.669	3.271	0.96	971	2029	7.794	2.881	-0.31
11	18	180	399	11.172	3.672	0.57	100	209	6.761	2.818	-0.57
11	19	32	68	10.041	4.652	0.28	12	24	5.691	2.240	-0.85
11	20+	13	26	9.366	4.727	0.10	1	2	8.000	.000	-0.25
	Tot	3342	7050	12.804	3.237	1.00	3357	6951	7.965	2.927	-0.26
12	12	1	2	16.000	.000	1.83	0	0			
12	13	0	0				1	2	10.000	.000	0.27
12	14	0	0				1	2	7.000	.000	-0.51
12	15	2	3	14.000	3.873	1.31	5	8	6.507	1.663	-0.64
12	16	88	174	13.352	2.639	1.14	116	223	8.157	3.294	-0.21
12	17	1688	3512	13.910	2.903	1.29	1923	3881	8.801	3.036	-0.04
12	18	868	1781	13.316	3.257	1.13	692	1386	8.476	2.992	-0.13
12	19	136	284	11.913	3.356	0.77	68	140	7.326	2.997	-0.43
12	20+	24	53	10.473	3.502	0.39	9	22	6.766	2.634	-0.57
	Tot	2807	5810	13.583	3.089	1.20	2815	5665	8.648	3.047	-0.08

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section G. R-114 Home Economics Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	6.420	2.770	-0.86	3	4	11.667	1.700	0.51
9	13	96	181	7.556	2.979	-0.56	131	251	10.333	3.132	0.16
9	14	1719	3608	7.710	2.730	-0.52	2110	4424	11.482	3.240	0.46
9	15	1323	2752	7.320	3.032	-0.62	1141	2313	11.049	3.397	0.35
9	16	356	755	6.335	2.720	-0.88	177	382	8.717	3.354	-0.26
9	17	79	174	5.952	2.773	-0.98	36	86	8.201	4.042	-0.39
9	18	6	15	6.505	1.970	-0.84	6	15	8.725	2.492	-0.26
9	19	2	4	6.032	2.000	-0.96	1	2	12.000	.000	0.60
9	20+	2	4	4.031	1.000	-1.48	0	0			
	Tot	3590	7505	7.377	2.887	-0.61	3605	7477	11.125	3.375	0.37
10	12	0	0				0	0			
10	13	1	1	9.000	.000	-0.19	3	4	9.000	2.944	-0.19
10	14	91	173	8.573	3.251	-0.30	113	217	11.894	2.882	0.57
10	15	1810	3798	8.472	2.931	-0.32	2118	4455	12.458	3.273	0.72
10	16	1294	2701	8.142	2.997	-0.41	1038	2128	12.244	3.314	0.66
10	17	290	612	7.137	2.673	-0.67	150	327	11.021	3.232	0.34
10	18	46	96	6.446	3.147	-0.85	22	52	10.911	3.730	0.31
10	19	6	13	5.276	2.239	-1.16	2	7	12.226	1.845	0.66
10	20+	2	4	5.509	.500	-1.10	1	5	11.000	.000	0.34
	Tot	3540	7400	8.210	2.977	-0.39	3447	7194	12.298	3.291	0.68
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	10.000	.000	.08	1	1	16.000	.000	1.64
11	15	73	136	8.878	2.566	-0.22	111	215	12.593	3.453	0.75
11	16	1815	3826	9.150	2.897	-0.15	2161	4471	13.164	3.203	0.90
11	17	1228	2595	8.518	2.923	-0.31	971	2029	12.685	3.208	0.78
11	18	180	399	7.626	2.536	-0.54	100	209	10.535	3.271	0.22
11	19	32	68	6.990	3.253	-0.71	12	24	8.775	2.800	-0.24
11	20+	13	26	7.509	3.635	-0.57	1	2	9.000	.000	-0.19
	Tot	3342	7050	8.799	2.924	-0.24	3357	6951	12.912	3.258	0.84
12	12	1	2	14.000	.000	1.12	0	0			
12	13	0	0				1	2	15.000	.000	1.38
12	14	0	0				1	2	15.000	.000	1.38
12	15	2	3	7.250	.968	-0.64	5	8	10.393	.899	0.18
12	16	88	174	9.184	2.806	-0.14	116	223	12.886	3.659	0.83
12	17	1688	3512	9.488	2.878	-0.06	1923	3881	13.929	3.120	1.10
12	18	868	1781	8.861	2.879	-0.22	692	1386	13.303	3.255	0.94
12	19	136	284	8.076	2.487	-0.43	68	140	11.819	3.313	0.55
12	20+	24	53	7.307	2.137	-0.63	9	22	11.289	4.278	0.41
	Tot	2807	5810	9.198	2.884	-0.13	2815	5665	13.668	3.219	1.03

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section H. R-115 Sports Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	7.509	2.027	0.44	3	4	5.000	.816	-0.40
9	13	96	181	7.388	3.059	0.40	131	251	4.284	2.280	-0.63
9	14	1719	3608	7.477	3.030	0.43	2110	4424	4.936	2.287	-0.42
9	15	1323	2752	6.509	3.007	0.11	1141	2313	4.375	2.295	-0.60
9	16	356	755	4.928	2.624	-0.42	177	382	3.370	1.839	-0.94
9	17	79	174	4.201	1.830	-0.66	36	86	3.240	1.644	-0.98
9	18	6	15	4.930	2.478	-0.42	6	15	4.022	2.468	-0.72
9	19	2	4	2.540	2.500	-1.21	1	2	3.000	.000	-1.06
9	20+	2	4	1.453	1.499	-1.57	0	0			
	Tot	3590	7505	6.776	3.090	0.19	3605	7477	4.639	2.302	-0.51
10	12	0	0				0	0			
10	13	1	1	8.000	.000	0.60	3	4	3.667	2.495	-0.84
10	14	91	173	7.998	2.708	0.60	113	217	5.036	2.472	-0.38
10	15	1810	3798	8.212	2.996	0.67	2118	4455	5.478	2.357	-0.24
10	16	1294	2701	7.291	3.016	0.36	1038	2128	5.047	2.358	-0.38
10	17	290	612	6.115	2.795	-0.03	150	327	3.675	1.906	-0.83
10	18	46	96	4.772	2.350	-0.47	22	52	3.159	2.056	-1.01
10	19	6	13	5.025	1.313	-0.39	2	7	8.080	1.383	0.63
10	20+	2	4	4.472	1.500	-0.57	1	5	5.000	.000	-0.40
	Tot	3540	7400	7.645	3.059	0.48	3447	7194	5.240	2.381	-0.32
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	9.000	.000	0.93	1	1	2.000	.000	-1.39
11	15	73	136	9.233	2.966	1.01	111	215	5.400	2.402	-0.26
11	16	1815	3826	8.711	2.921	0.84	2161	4471	5.809	2.416	-0.13
11	17	1228	2595	7.871	2.906	0.56	971	2029	5.165	2.424	-0.34
11	18	180	399	6.194	2.903	0.00	100	209	4.287	2.248	-0.63
11	19	32	68	5.567	2.820	-0.21	12	24	3.572	2.295	-0.87
11	20+	13	26	5.453	3.840	-0.25	1	2	1.000	.000	-1.72
	Tot	3342	7050	8.227	3.006	0.67	3357	6951	5.553	2.444	-0.21
12	12	1	2	14.000	.000	2.59	0	0			
12	13	0	0				1	2	8.000	.000	0.60
12	14	0	0				1	2	5.000	.000	-0.40
12	15	2	3	8.250	2.905	0.68	5	8	5.927	2.089	-0.09
12	16	88	174	9.424	2.765	1.07	116	223	5.597	2.545	-0.20
12	17	1688	3512	9.215	2.762	1.00	1923	3881	6.137	2.527	-0.02
12	18	868	1781	8.288	2.989	0.70	692	1386	5.745	2.422	-0.15
12	19	136	284	6.896	2.857	0.23	68	140	3.982	2.159	-0.73
12	20+	24	53	5.845	2.463	-0.12	9	22	2.683	2.276	-1.16
	Tot	2807	5810	8.794	2.916	0.86	2815	5665	5.953	2.527	-0.08

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section I. R-190 Information Part I Total

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	144.67	32.60	0.66	3	4	134.50	16.33	0.38
9	13	96	181	127.76	40.82	0.20	131	251	109.09	34.67	-0.30
9	14	1719	3608	127.56	35.44	0.20	2110	4424	112.29	29.02	-0.21
9	15	1323	2752	115.11	36.79	-0.14	1141	2313	102.38	30.69	-0.48
9	16	356	755	94.93	30.46	-0.68	177	382	79.96	27.02	-1.08
9	17	79	174	82.51	28.57	-1.02	36	86	73.14	27.21	-1.27
9	18	6	15	82.86	17.14	-1.01	6	15	71.76	21.97	-1.30
9	19	2	4	80.23	44.99	-1.08	1	2	94.50	0.00	-0.69
9	20+	2	4	44.19	10.00	-2.04	0	0			
	Tot	3590	7505	118.53	37.35	-0.05	3605	7477	106.94	30.88	-0.36
10	12	0	0				0	0			
10	13	1	1	174.50	0.00	1.46	3	4	121.17	33.00	0.02
10	14	91	173	142.82	40.71	0.61	113	217	122.48	31.94	0.06
10	15	1810	3798	141.48	35.15	0.57	2118	4455	122.93	30.63	0.07
10	16	1294	2701	127.92	37.28	0.20	1038	2128	113.86	31.24	-0.17
10	17	290	612	108.97	31.89	-0.30	150	327	92.80	24.81	-0.74
10	18	46	96	92.91	34.60	-0.74	22	52	81.49	17.51	-1.04
10	19	6	13	101.74	29.01	-0.50	2	7	121.43	4.63	0.03
10	20+	2	4	99.22	15.00	-0.57	1	5	94.50	0.00	-0.69
	Tot	3540	7400	133.15	37.44	0.35	3447	7194	118.54	31.47	-0.05
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	194.50	0.00	1.99	1	1	154.50	0.00	0.92
11	15	73	136	155.35	35.59	0.94	111	215	131.00	36.60	0.29
11	16	1815	3826	151.82	35.66	0.85	2161	4471	129.24	32.13	0.24
11	17	1228	2595	140.12	37.36	0.53	971	2029	118.66	32.79	-0.04
11	18	180	399	114.82	34.44	-0.15	100	209	94.24	24.68	-0.70
11	19	32	68	103.33	45.16	-0.46	12	24	77.11	23.97	-1.16
11	20+	13	26	102.07	42.00	-0.49	1	2	104.50	0.00	-0.42
	Tot	3342	7050	144.85	37.86	0.66	3357	6951	124.97	33.18	0.13
12	12	1	2	214.50	0.00	2.53	0	0			
12	13	0	0				1	2	154.50	0.00	0.92
12	14	0	0				1	2	134.50	0.00	0.38
12	15	2	3	129.50	19.36	0.25	5	8	134.62	25.64	0.39
12	16	88	174	161.04	35.78	1.09	116	223	129.85	34.95	0.26
12	17	1688	3512	160.22	33.98	1.07	1923	3881	135.31	32.97	0.40
12	18	868	1781	145.07	37.50	0.67	692	1386	127.18	33.90	0.19
12	19	136	284	122.65	33.70	0.06	68	140	96.98	26.60	-0.63
12	20+	24	53	104.42	24.14	- .43	9	22	88.32	29.05	-0.86
	Tot	2807	5810	153.25	36.74	0.89	2815	5665	131.98	33.87	0.31

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section J. R-230 English Total

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	87.00	6.82	0.60	3	4	90.34	10.28	0.82
9	13	96	181	76.56	16.55	-0.07	131	251	80.04	13.16	0.15
9	14	1719	3608	75.95	13.22	-0.11	2110	4424	81.44	11.60	0.24
9	15	1323	2752	71.08	15.09	-0.42	1141	2313	76.80	13.74	-0.06
9	16	356	755	61.66	15.38	-1.03	177	382	68.22	13.49	-0.61
9	17	79	174	58.57	13.98	-1.23	36	86	62.70	9.19	-0.96
9	18	6	15	59.44	8.46	-1.17	6	15	55.63	11.59	-1.42
9	19	2	4	52.54	15.00	-1.62	1	2	77.00	0.00	-0.04
9	20+	2	4	44.26	7.50	-2.15	0	0			
	Tot	3590	7505	72.29	15.08	-0.35	3605	7477	79.02	13.03	0.09
10	12	0	0				0	0			
10	13	1	1	92.00	0.00	0.92	3	4	82.00	10.80	0.28
10	14	91	173	79.70	15.70	0.13	113	217	85.74	12.11	0.52
10	15	1810	3798	79.36	13.28	0.11	2118	4455	84.88	11.10	0.46
10	16	1294	2701	74.22	14.14	-0.22	1038	2128	81.04	12.58	0.22
10	17	290	612	67.14	13.12	-0.68	150	327	71.57	12.51	-0.39
10	18	46	96	60.04	17.32	-1.13	22	52	69.96	12.23	-0.50
10	19	6	13	67.96	15.36	-0.62	2	7	76.60	6.92	-0.07
10	20+	2	4	61.90	5.00	-1.01	1	5	77.00	0.00	-0.04
	Tot	3540	7400	76.20	14.32	-0.09	3447	7194	83.05	12.11	0.35
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	102.00	0.00	1.57	1	1	87.00	0.00	0.60
11	15	73	136	83.59	11.28	0.38	111	215	86.10	11.82	0.54
11	16	1815	3826	82.10	12.62	0.29	2161	4471	87.22	11.14	0.61
11	17	1228	2595	78.15	13.22	0.03	971	2029	83.88	11.72	0.40
11	18	180	399	69.88	14.14	-0.50	100	209	74.10	11.40	-0.23
11	19	32	68	65.61	21.04	-0.78	12	24	64.80	12.90	-0.83
11	20+	13	26	64.56	18.46	-0.84	1	2	77.00	0.00	-0.04
	Tot	3342	7050	79.76	13.51	0.13	3357	6951	85.73	11.70	0.52
12	12	1	2	87.00	0.00	0.60	0	0			
12	13	0	0				1	2	77.00	0.00	-0.04
12	14	0	0				1	2	82.00	0.00	0.28
12	15	2	3	77.62	7.26	0.00	5	8	92.84	11.35	0.98
12	16	88	174	85.46	12.22	0.50	116	223	89.43	13.10	0.76
12	17	1688	3512	84.77	12.88	0.46	1923	3881	89.88	10.67	0.79
12	18	868	1781	80.06	13.86	0.15	692	1386	86.98	12.36	0.60
12	19	136	284	71.50	14.27	-0.40	68	140	77.62	11.28	0.00
12	20+	24	53	66.94	9.16	-0.69	9	22	72.90	13.16	-0.31
	Tot	2807	5810	82.53	13.70	0.31	2815	5665	88.78	11.48	0.72

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section K. R-250 Reading Comprehension

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	34.86	7.33	0.69	3	4	38.50	1.63	1.02
9	13	96	181	27.71	10.99	0.05	131	251	26.48	11.52	-0.06
9	14	1719	3608	26.58	10.72	-0.05	2110	4424	27.11	9.74	0.00
9	15	1323	2752	22.85	10.81	-0.38	1141	2313	23.71	10.15	-0.31
9	16	356	755	16.92	8.42	-0.92	177	382	17.76	8.69	-0.84
9	17	79	174	15.36	7.51	-1.06	36	86	15.18	7.34	-1.07
9	18	6	15	14.97	5.53	-1.09	6	15	9.50	4.10	-1.58
9	19	2	4	17.65	9.00	-0.85	1	2	26.50	0.00	-0.06
9	20+	2	4	11.47	1.00	-1.41	0	0			
	Tot	3590	7505	23.98	11.00	-0.28	3605	7477	25.39	10.22	-0.16
10	12	0	0				0	0			
10	13	1	1	44.50	0.00	1.56	3	4	30.50	9.09	0.30
10	14	91	173	30.40	10.76	0.29	113	217	33.06	9.63	0.53
10	15	1810	3798	29.92	10.40	0.25	2118	4455	30.47	9.68	0.30
10	16	1294	2701	26.10	11.01	-0.09	1038	2128	27.49	10.18	0.03
10	17	290	612	20.05	9.09	-0.64	150	327	20.37	8.62	-0.61
10	18	46	96	16.55	8.94	-0.95	22	52	16.16	6.08	-0.98
10	19	6	13	18.01	9.55	-0.82	2	7	24.95	3.69	-0.20
10	20+	2	4	14.43	4.00	-1.14	1	5	12.50	0.00	-1.31
	Tot	3540	7400	27.52	11.00	0.04	3447	7194	29.09	10.12	0.18
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	44.50	0.00	1.56	1	1	38.50	0.00	1.02
11	15	73	136	33.68	10.43	0.59	111	215	33.19	10.40	0.54
11	16	1815	3826	32.51	9.98	0.48	2161	4471	32.09	9.54	0.45
11	17	1228	2595	29.17	10.62	0.18	971	2029	28.98	9.90	0.17
11	18	180	399	22.17	10.68	-0.44	100	209	22.48	9.19	-0.42
11	19	32	68	21.42	11.67	-0.51	12	24	16.06	6.22	-0.99
11	20+	13	26	23.40	9.55	-0.33	1	2	22.50	0.00	-0.42
	Tot	3342	7050	30.58	10.66	0.31	3357	6951	30.87	9.91	0.34
12	12	1	2	44.50	0.00	1.56	0	0			
12	13	0	0				1	2	34.50	0.00	0.66
12	14	0	0				1	2	36.50	0.00	0.84
12	15	2	3	32.25	4.84	0.46	5	8	39.43	6.50	1.10
12	16	88	174	35.20	9.55	0.72	116	223	33.60	8.73	0.58
12	17	1688	3512	34.75	9.32	0.68	1923	3881	34.19	8.95	0.63
12	18	868	1781	30.14	10.62	0.27	692	1386	31.83	10.02	0.42
12	19	136	284	24.51	9.90	-0.23	68	140	23.22	8.26	-0.35
12	20+	24	53	19.08	6.44	-0.72	9	22	17.90	6.57	-0.83
	Tot	2807	5810	32.71	10.23	0.50	2815	5665	33.26	9.43	0.55

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section L. R-260 Creativity

Gr.	Age	Boys N'	Boys N in 100's	Boys M	Boys σ	Boys z	Girls N'	Girls N in 100's	Girls M	Girls σ	Girls z
9	12	7	10	11.232	3.330	0.86	3	4	9.667	3.400	0.46
9	13	96	181	8.289	3.757	0.10	131	251	7.006	3.517	-0.23
9	14	1719	3608	8.076	3.711	0.05	2110	4424	7.434	3.402	-0.12
9	15	1323	2752	7.240	3.746	-0.17	1141	2313	6.704	3.321	-0.31
9	16	356	755	5.559	3.169	-0.60	177	382	4.774	2.713	-0.81
9	17	79	174	5.101	2.126	-0.72	36	86	4.075	2.040	-0.99
9	18	6	15	6.278	3.504	-0.42	6	15	5.520	1.955	-0.61
9	19	2	4	6.524	1.500	-0.35	1	2	7.000	.000	-0.23
9	20+	2	4	4.547	1.499	-0.87	0	0			
	Tot	3590	7505	7.450	3.742	-0.11	3605	7477	7.016	3.408	-0.23
10	12	0	0				0	0			
10	13	1	1	13.000	.000	1.32	3	4	5.000	2.160	-0.75
10	14	91	173	8.946	4.235	0.27	113	217	8.364	3.915	0.12
10	15	1810	3798	9.042	3.969	0.30	2118	4455	8.225	3.586	0.09
10	16	1294	2701	8.182	3.979	0.08	1038	2128	7.470	3.587	-0.11
10	17	290	612	6.345	3.404	-0.40	150	327	5.606	2.914	-0.59
10	18	46	96	5.933	3.072	-0.51	22	52	3.943	2.494	-1.02
10	19	6	13	5.098	3.973	-0.72	2	7	6.693	.462	-0.31
10	20+	2	4	5.472	1.500	-0.63	1	5	3.000	.000	-1.27
	Tot	3540	7400	8.454	4.011	0.15	3447	7194	7.849	3.628	-0.01
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	9.000	.000	0.29	1	1	13.000	.000	1.32
11	15	73	136	10.105	3.861	0.57	111	215	8.842	3.856	0.25
11	16	1815	3826	9.979	4.058	0.54	2161	4471	8.748	3.769	0.22
11	17	1228	2595	9.047	4.049	0.30	971	2029	7.939	3.643	0.01
11	18	180	399	6.819	4.006	-0.28	100	209	6.000	2.824	-0.49
11	19	32	68	6.211	4.058	-0.43	12	24	4.816	2.606	-0.80
11	20+	13	26	6.087	3.501	-0.47	1	2	8.000	.000	0.03
	Tot	3342	7050	9.409	4.138	0.39	3357	6951	8.419	3.755	0.14
12	12	1	2	15.000	.000	1.84	0	0			
12	13	0	0				1	2	11.000	.000	0.80
12	14	0	0				1	2	4.000	.000	-1.01
12	15	2	3	5.375	.484	-0.65	5	8	8.829	1.619	0.24
12	16	88	174	10.339	3.821	0.63	116	223	9.341	3.716	0.37
12	17	1688	3512	10.844	4.054	0.76	1923	3881	9.469	3.842	0.41
12	18	868	1781	9.352	4.132	0.38	692	1386	8.673	3.758	0.20
12	19	136	284	7.490	3.313	-0.10	68	140	6.628	3.596	-0.33
12	20+	24	53	6.363	3.509	-0.40	9	22	4.338	2.833	-0.92
	Tot	2807	5810	10.165	4.152	0.59	2815	5665	9.177	3.854	0.33

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section M. R-270 Mechanical Reasoning

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.017	3.295	0.28	3	4	7.000	1.414	-0.67
9	13	96	181	10.543	4.023	0.17	131	251	7.802	3.376	-0.48
9	14	1719	3608	11.722	3.859	0.44	2110	4424	8.055	3.299	-0.42
9	15	1323	2752	11.009	4.015	0.28	1141	2313	7.416	3.231	-0.57
9	16	356	755	9.570	3.934	-0.06	177	382	5.825	2.747	-0.95
9	17	79	174	8.327	3.557	-0.36	36	86	4.876	1.996	-1.17
9	18	6	15	10.478	5.315	0.15	6	15	5.512	1.598	-1.02
9	19	2	4	6.524	1.500	-0.78	1	2	3.000	.000	-1.61
9	20+	2	4	7.000	.000	-0.67	0	0			
	Tot	3590	7505	11.127	4.002	0.30	3605	7477	7.691	3.298	-0.51
10	12	0	0				0	0			
10	13	1	1	14.000	.000	0.98	3	4	6.000	1.633	-0.90
10	14	91	173	11.964	4.406	0.50	113	217	8.199	3.370	-0.39
10	15	1810	3798	12.433	4.092	0.61	2118	4455	8.423	3.479	-0.33
10	16	1294	2701	11.851	4.174	0.47	1038	2128	7.930	3.539	-0.45
10	17	290	612	10.186	4.049	0.08	150	327	5.882	2.836	-0.93
10	18	46	96	9.171	4.131	-0.16	22	52	5.936	2.479	-0.92
10	19	6	13	9.908	1.677	0.02	2	7	8.000	.000	-0.43
10	20+	2	4	7.565	3.499	-0.54	1	5	3.000	.000	-1.61
	Tot	3540	7400	11.974	4.184	0.50	3447	7194	8.132	3.508	-0.40
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	13.000	.000	0.75	1	1	6.000	.000	-0.90
11	15	73	136	11.975	4.061	0.50	111	215	8.799	3.663	-0.25
11	16	1815	3826	13.295	3.907	0.81	2161	4471	8.713	3.449	-0.27
11	17	1228	2595	12.557	4.069	0.64	971	2029	8.222	3.516	-0.38
11	18	180	399	10.810	4.216	0.23	100	209	6.265	2.963	-0.84
11	19	32	68	10.051	4.925	0.05	12	24	5.860	3.965	-0.94
11	20+	13	26	8.894	4.184	-0.22	1	2	7.000	.000	-0.67
	Tot	3342	7050	12.810	4.065	0.70	3357	6951	8.488	3.497	-0.32
12	12	1	2	14.000	.000	0.98	0	0			
12	13	0	0				1	2	16.000	.000	1.45
12	14	0	0				1	2	7.000	.000	-0.67
12	15	2	3	10.125	1.452	0.07	5	8	8.455	4.860	-0.33
12	16	88	174	13.318	3.548	0.82	116	223	9.054	3.521	-0.19
12	17	1688	3512	13.757	3.795	0.92	1923	3881	8.921	3.489	-0.22
12	18	868	1781	13.122	4.014	0.77	692	1386	8.390	3.625	-0.34
12	19	136	284	11.046	3.703	0.28	68	140	6.677	3.168	-0.75
12	20+	24	53	11.401	3.506	0.37	9	22	5.988	3.026	-0.91
	Tot	2807	5810	13.393	3.901	0.84	2815	5665	8.731	3.546	-0.26

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section N. R-282 Visualization in Three Dimensions

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	8.321	2.300	.09	3	4	6.333	2.055	-0.53
9	13	96	181	7.961	3.108	-0.02	131	251	7.022	2.928	-0.31
9	14	1719	3608	8.246	3.131	0.07	2110	4424	7.575	2.886	-0.14
9	15	1323	2752	7.874	3.254	-0.05	1141	2313	6.992	2.812	-0.32
9	16	356	755	7.048	3.166	-0.31	177	382	6.145	2.381	-0.59
9	17	79	174	6.313	3.195	-0.53	36	86	5.658	2.790	-0.74
9	18	6	15	7.255	2.317	-0.24	6	15	4.867	1.830	-0.98
9	19	2	4	5.048	3.000	-0.93	1	2	5.000	.000	-0.94
9	20+	2	4	4.484	.500	-1.10	0	0			
	Tot	3590	7505	7.932	3.209	-0.03	3605	7477	7.274	2.870	-0.24
10	12	0	0				0	0			
10	13	1	1	12.000	.000	1.23	3	4	5.000	.816	-0.94
10	14	91	173	7.952	3.154	-0.02	113	217	8.000	2.931	-0.01
10	15	1810	3798	8.962	3.355	0.29	2118	4455	7.924	2.988	-0.03
10	16	1294	2701	8.562	3.406	0.16	1038	2128	7.676	3.040	-0.11
10	17	290	612	7.572	3.210	-0.14	150	327	6.014	2.835	-0.63
10	18	46	96	7.567	2.749	-0.14	22	52	4.514	1.685	-1.09
10	19	6	13	7.835	1.576	-0.06	2	7	6.533	2.305	-0.47
10	20+	2	4	6.056	3.000	-0.61	1	5	10.000	.000	0.61
	Tot	3540	7400	8.656	3.375	0.19	3447	7194	7.740	3.026	-0.09
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	8.000	.000	-0.01	1	1	10.000	.000	0.61
11	15	73	136	8.902	3.207	0.27	111	215	7.752	3.052	-0.09
11	16	1815	3826	9.576	3.289	0.48	2161	4471	8.174	3.043	0.04
11	17	1228	2595	9.185	3.300	0.36	971	2029	7.843	2.981	-0.06
11	18	180	399	8.050	3.484	0.01	100	209	6.187	2.517	-0.57
11	19	32	68	7.429	3.586	-0.19	12	24	6.396	3.315	-0.51
11	20+	13	26	7.131	3.043	-0.28	1	2	7.000	.000	-0.32
	Tot	3342	7050	9.303	3.334	0.40	3357	6951	7.999	3.034	-0.01
12	12	1	2	15.000	.000	2.17	0	0			
12	13	0	0				1	2	12.000	.000	1.23
12	14	0	0				1	2	9.000	.000	0.30
12	15	2	3	7.500	1.936	-0.17	5	8	8.803	2.453	0.24
12	16	88	174	9.639	3.208	0.50	116	223	8.399	3.113	0.11
12	17	1688	3512	9.931	3.367	0.59	1923	3881	8.497	3.073	0.14
12	18	868	1781	9.478	3.408	0.45	692	1386	8.196	3.094	0.05
12	19	136	284	8.541	3.284	0.16	68	140	6.976	3.044	-0.33
12	20+	24	53	8.814	2.758	0.24	9	22	5.861	2.353	-0.67
	Tot	2807	5810	9.706	3.384	0.52	2815	5665	8.373	3.091	0.11

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section O. R-290 Abstract Reasoning

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	9.304	1.517	0.30	3	4	9.333	2.055	0.31
9	13	96	181	8.616	3.027	0.09	131	251	8.026	3.562	-0.10
9	14	1719	3608	8.585	2.958	0.08	2110	4424	8.413	2.976	0.02
9	15	1323	2752	7.791	3.126	-0.17	1141	2313	7.333	3.199	-0.32
9	16	356	755	6.356	3.234	-0.62	177	382	5.322	2.942	-0.95
9	17	79	174	4.906	2.347	-1.08	36	86	5.495	3.077	-0.89
9	18	6	15	5.798	2.325	-0.80	6	15	5.890	3.548	-0.77
9	19	2	4	3.000	.000	-1.68	1	2	9.000	.000	0.21
9	20+	2	4	2.031	1.000	-1.98	0	0			
	Tot	3590	7505	7.973	3.152	-0.11	3605	7477	7.870	3.175	-0.15
10	12	0	0				0	0			
10	13	1	1	12.000	.000	1.15	3	4	7.333	2.868	-0.32
10	14	91	173	8.712	2.878	0.12	113	217	8.669	3.024	0.11
10	15	1810	3798	9.013	2.952	0.21	2118	4455	8.707	2.928	0.12
10	16	1294	2701	8.244	3.162	-0.03	1038	2128	7.869	3.136	-0.15
10	17	290	612	6.949	2.981	-0.44	150	327	5.989	3.051	-0.74
10	18	46	96	5.761	2.887	-0.81	22	52	5.085	2.825	-1.02
10	19	6	13	7.227	2.053	-0.35	2	7	6.693	.462	-0.52
10	20+	2	4	6.546	2.500	-0.56	1	5	11.000	.000	0.84
	Tot	3540	7400	8.508	3.104	0.05	3447	7194	8.307	3.077	-0.01
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	9.000	.000	0.21	1	1	11.000	.000	0.84
11	15	73	136	9.196	3.058	0.27	111	215	9.211	2.783	0.28
11	16	1815	3826	9.547	2.858	0.38	2161	4471	9.018	2.955	0.21
11	17	1228	2595	8.969	3.061	0.20	971	2029	8.130	3.080	-0.06
11	18	180	399	7.450	3.338	-0.28	100	209	5.788	2.772	-0.80
11	19	32	68	6.304	3.524	-0.64	12	24	5.986	3.698	-0.74
11	20+	13	26	6.265	3.501	-0.65	1	2	5.000	.000	-1.05
	Tot	3342	7050	9.165	3.038	0.26	3357	6951	8.656	3.058	0.10
12	12	1	2	14.000	.000	1.78	0	0			
12	13	0	0				1	2	11.000	.000	0.84
12	14	0	0				1	2	11.000	.000	0.84
12	15	2	3	4.625	3.389	-1.17	5	8	10.559	2.061	0.70
12	16	88	174	9.734	2.815	0.44	116	223	9.432	2.962	0.35
12	17	1688	3512	9.887	2.747	0.49	1923	3881	9.292	2.763	0.30
12	18	868	1781	9.148	2.959	0.26	692	1386	8.572	3.190	0.07
12	19	136	284	7.495	3.000	-0.26	68	140	6.660	2.945	-0.53
12	20+	24	53	6.250	3.372	-0.66	9	22	5.060	2.161	-1.03
	Tot	2807	5810	9.504	2.912	0.37	2815	5665	9.043	2.935	0.22

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section P. R-311 Mathematics I. (Arithmetic Reasoning)

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.563	3.438	1.13	3	4	7.333	.943	-0.07
9	13	96	181	7.911	3.404	0.09	131	251	6.904	3.577	-0.19
9	14	1719	3608	8.033	3.379	0.13	2110	4424	7.456	3.181	-0.04
9	15	1323	2752	6.983	3.380	-0.17	1141	2313	6.505	3.190	-0.31
9	16	356	755	5.396	2.702	-0.62	177	382	4.795	2.478	-0.80
9	17	79	174	4.401	1.998	-0.91	36	86	4.771	2.489	-0.80
9	18	6	15	5.606	.885	-0.56	6	15	4.891	.946	-0.77
9	19	2	4	3.032	2.000	-1.30	1	2	2.000	.000	-1.59
9	20+	2	4	3.421	2.499	-1.19	0	0			
	Tot	3590	7505	7.290	3.424	-0.08	3605	7477	6.970	3.236	-0.18
10	12	0	0				0	0			
10	13	1	1	13.000	.000	1.54	3	4	4.333	.943	-0.93
10	14	91	173	8.704	3.716	0.32	113	217	8.336	3.873	0.21
10	15	1810	3798	8.780	3.364	0.34	2118	4455	7.997	3.390	0.12
10	16	1294	2701	7.766	3.397	0.05	1038	2128	7.185	3.341	-0.11
10	17	290	612	6.170	2.874	-0.40	150	327	5.331	2.574	-0.64
10	18	46	96	5.219	2.872	-0.68	22	52	4.592	1.814	-0.85
10	19	6	13	7.027	3.095	-0.16	2	7	5.693	.462	-0.54
10	20+	2	4	5.509	.500	-0.59	1	5	8.000	.000	0.12
	Tot	3540	7400	8.141	3.444	0.16	3447	7194	7.617	3.416	0.01
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	15.000	.000	2.11	1	1	11.000	.000	0.97
11	15	73	136	9.326	3.723	0.50	111	215	8.482	3.917	0.26
11	16	1815	3826	9.622	3.462	0.58	2161	4471	8.326	3.467	0.21
11	17	1228	2595	8.717	3.383	0.32	971	2029	7.494	3.424	-0.03
11	18	180	399	6.565	3.057	-0.29	100	209	5.487	2.913	-0.60
11	19	32	68	6.085	3.820	-0.43	12	24	3.983	2.235	-1.03
11	20+	13	26	5.930	2.901	-0.47	1	2	4.000	.000	-1.02
	Tot	3342	7050	9.063	3.518	0.42	3357	6951	7.987	3.508	0.11
12	12	1	2	14.000	.000	1.83	0	0			
12	13	0	0				1	2	7.000	.000	-0.17
12	14	0	0				1	2	6.000	.000	-0.45
12	15	2	3	7.875	2.421	0.08	5	8	11.341	2.205	1.07
12	16	88	174	10.311	3.577	0.78	116	223	8.668	3.692	0.31
12	17	1688	3512	10.400	3.462	0.80	1923	3881	9.071	3.502	0.42
12	18	868	1781	9.277	3.456	0.48	692	1386	7.976	3.678	0.11
12	19	136	284	6.752	3.262	-0.24	68	140	5.851	2.774	-0.49
12	20+	24	53	5.614	2.583	-0.56	9	22	5.452	2.397	-0.61
	Tot	2807	5810	9.831	3.579	0.64	2815	5665	8.695	3.598	0.32

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section Q. R-312 Mathematics II (Introd.high school math)

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.294	3.916	0.36	3	4	9.333	1.886	-0.08
9	13	96	181	10.524	4.053	0.19	131	251	9.607	4.241	-0.02
9	14	1719	3608	10.151	4.124	0.10	2110	4424	9.923	3.746	0.05
9	15	1323	2752	8.839	3.934	-0.19	1141	2313	8.744	3.768	-0.22
9	16	356	755	6.395	2.961	-0.75	177	382	6.441	2.931	-0.74
9	17	79	174	5.883	2.524	-0.86	36	86	5.676	2.407	-0.91
9	18	6	15	5.087	2.213	-1.04	6	15	4.723	1.551	-1.13
9	19	2	4	3.524	1.500	-1.40	1	2	9.000	.000	-0.16
9	20+	2	4	2.453	1.499	-1.64	0	0			
	Tot	3590	7505	9.185	4.119	-0.12	3605	7477	9.310	3.841	-0.09
10	12	0	0				0	0			
10	13	1	1	14.000	.000	0.98	3	4	7.667	2.625	-0.46
10	14	91	173	11.969	5.240	0.52	113	217	11.049	4.183	0.31
10	15	1810	3798	11.269	4.590	0.36	2118	4455	10.402	4.177	0.16
10	16	1294	2701	9.619	4.447	-0.02	1038	2128	9.284	4.047	-0.09
10	17	290	612	7.379	3.175	-0.53	150	327	7.240	2.775	-0.56
10	18	46	96	6.492	3.020	-0.73	22	52	6.544	1.888	-0.71
10	19	6	13	8.542	2.944	-0.26	2	7	9.307	.461	-0.09
10	20+	2	4	8.528	1.500	-0.26	1	5	10.000	.000	0.07
	Tot	3540	7400	10.293	4.611	0.14	3447	7194	9.917	4.156	0.05
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	20.000	.000	2.34	1	1	12.000	.000	0.52
11	15	73	136	13.424	5.789	0.85	111	215	11.456	4.895	0.40
11	16	1815	3826	12.430	5.407	0.62	2161	4471	10.380	4.628	0.16
11	17	1228	2595	10.759	5.057	0.24	971	2029	9.343	4.368	-0.08
11	18	180	399	7.591	3.903	-0.48	100	209	6.913	2.712	-0.63
11	19	32	68	7.710	4.398	-0.45	12	24	6.731	1.924	-0.67
11	20+	13	26	6.274	3.743	-0.78	1	2	9.000	.000	-0.16
	Tot	3342	7050	11.494	5.374	0.41	3357	6951	9.993	4.575	0.07
12	12	1	2	22.000	.000	2.79	0	0			
12	13	0	0				1	2	6.000	.000	-0.84
12	14	0	0				1	2	8.000	.000	-0.38
12	15	2	3	10.500	5.809	0.18	5	8	13.280	3.427	0.81
12	16	88	174	14.222	5.773	1.03	116	223	10.454	5.364	0.17
12	17	1688	3512	13.090	5.691	0.77	1923	3881	10.487	4.745	0.18
12	18	868	1781	11.169	5.232	0.33	692	1386	9.390	4.615	-0.07
12	19	136	284	8.314	4.025	-0.31	68	140	7.826	3.286	-0.42
12	20+	24	53	6.707	2.992	-0.68	9	22	6.411	1.547	-0.74
	Tot	2807	5810	12.245	5.643	0.58	2815	5665	10.137	4.743	0.10

Note: For explanation of notation, see first page of Table IV.

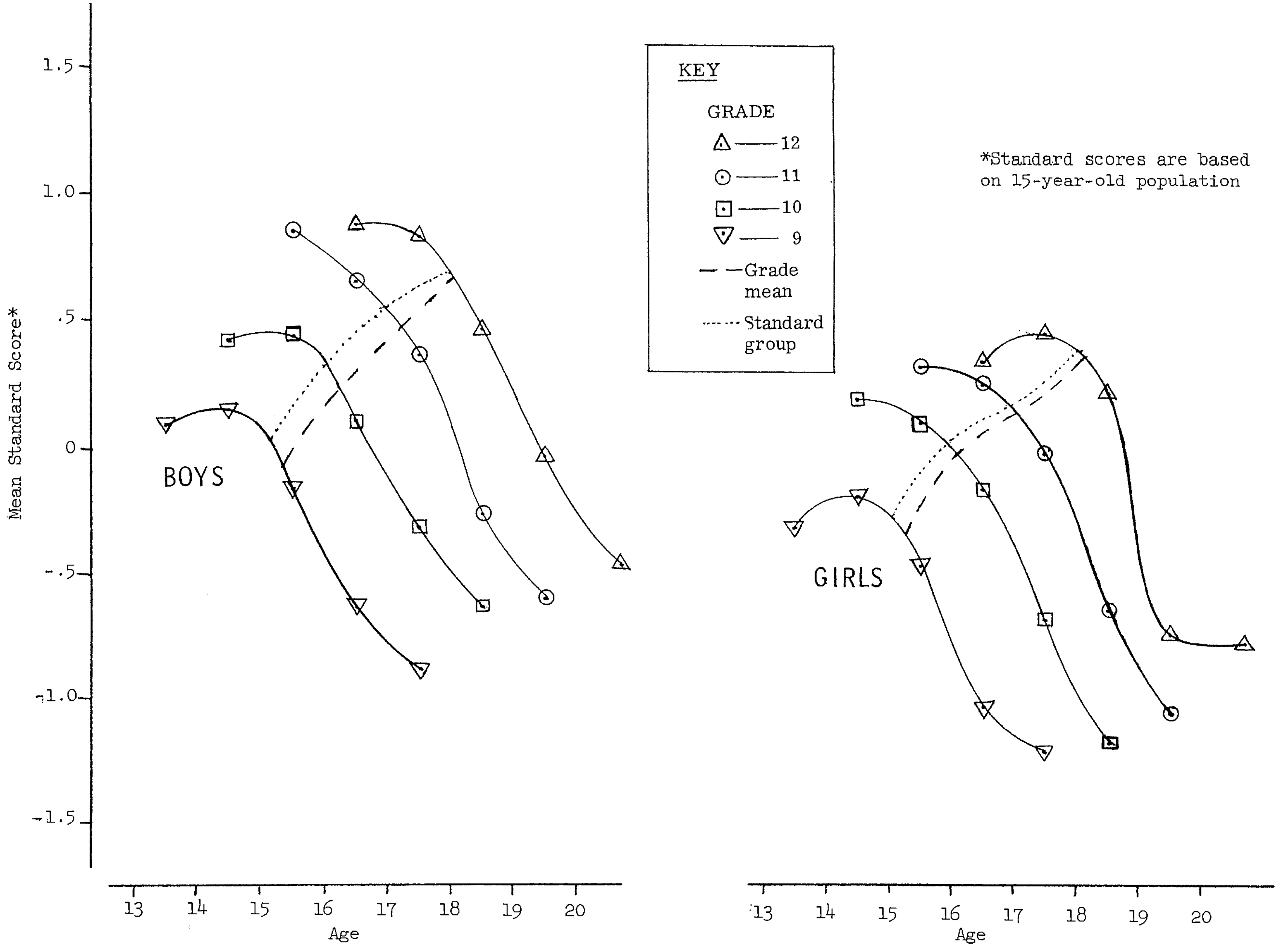
Table IV-4 (cont.)

Section R. F-410 Arithmetic Computation

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	26.60	11.50	0.09	3	4	25.00	14.14	0.03
9	13	96	181	17.60	35.80	-0.28	131	251	22.86	30.23	-0.06
9	14	1719	3608	23.53	23.99	-0.04	2110	4424	28.75	20.67	0.18
9	15	1323	2752	18.50	29.30	-0.24	1141	2313	23.57	23.42	-0.03
9	16	356	755	7.88	31.66	-0.68	177	382	10.30	30.46	-0.58
9	17	79	174	3.18	31.66	-0.87	36	86	3.64	31.18	-0.85
9	18	6	15	- 4.87	41.09	-1.20	6	15	4.42	44.20	-0.82
9	19	2	4	- 10.24	15.00	-1.42	1	2	20.00	0.00	-0.18
9	20+	2	4	- 51.32	37.48	-3.11	0	0			
	Tot	3590	7505	19.38	28.00	-0.21	3605	7477	25.66	23.27	0.05
10	12	0	0				0	0			
10	13	1	1	30.00	0.00	0.23	3	4	28.34	6.24	0.16
10	14	91	173	26.13	18.16	0.07	113	217	31.48	15.24	0.29
10	15	1810	3798	27.36	21.32	0.12	2118	4455	31.02	17.74	0.27
10	16	1294	2701	21.69	23.74	-0.11	1038	2128	26.22	21.10	0.08
10	17	290	612	9.46	30.58	-0.61	150	327	15.20	23.56	-0.38
10	18	46	96	5.59	31.04	-0.77	22	52	12.04	30.35	-0.51
10	19	6	13	25.77	9.48	0.06	2	7	31.54	2.31	0.29
10	20+	2	4	15.10	5.00	-0.38	1	5	35.00	0.00	0.44
	Tot	3540	7400	23.49	23.80	-0.04	3447	7194	28.76	19.52	0.18
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	30.00	0.00	0.23	1	1	35.00	0.00	0.44
11	15	73	136	30.62	20.78	0.26	111	215	29.50	18.11	0.21
11	16	1815	3826	31.20	19.56	0.28	2161	4471	32.99	17.40	0.35
11	17	1228	2595	26.84	21.72	0.10	971	2029	29.44	18.22	0.21
11	18	180	399	18.15	24.21	-0.26	100	209	18.68	24.38	-0.23
11	19	32	68	11.41	27.27	-0.53	12	24	1.82	25.43	-0.93
11	20+	13	26	10.34	33.20	-0.58	1	2	40.00	0.00	0.64
	Tot	3342	7050	28.58	21.20	0.17	3357	6951	31.31	18.24	0.28
12	12	1	2	65.00	0.00	1.67	0	0			
12	13	0	0				1	2	*	*	*
12	14	0	0				1	2	15.00	0.00	-0.39
12	15	2	3	23.12	16.94	-0.05	5	8	41.35	13.82	0.70
12	16	88	174	34.26	17.88	0.41	116	223	34.64	17.08	0.42
12	17	1688	3512	34.92	17.78	0.43	1923	3881	35.38	16.72	0.45
12	18	868	1781	28.24	22.59	0.16	692	1386	31.54	19.33	0.29
12	19	136	284	20.06	21.09	-0.18	68	140	18.58	24.71	-0.24
12	20+	24	53	12.54	12.10	-0.49	9	22	19.08	13.34	-0.22
	Tot	2807	5810	31.93	20.02	0.31	2815	5665	33.92	17.90	0.39

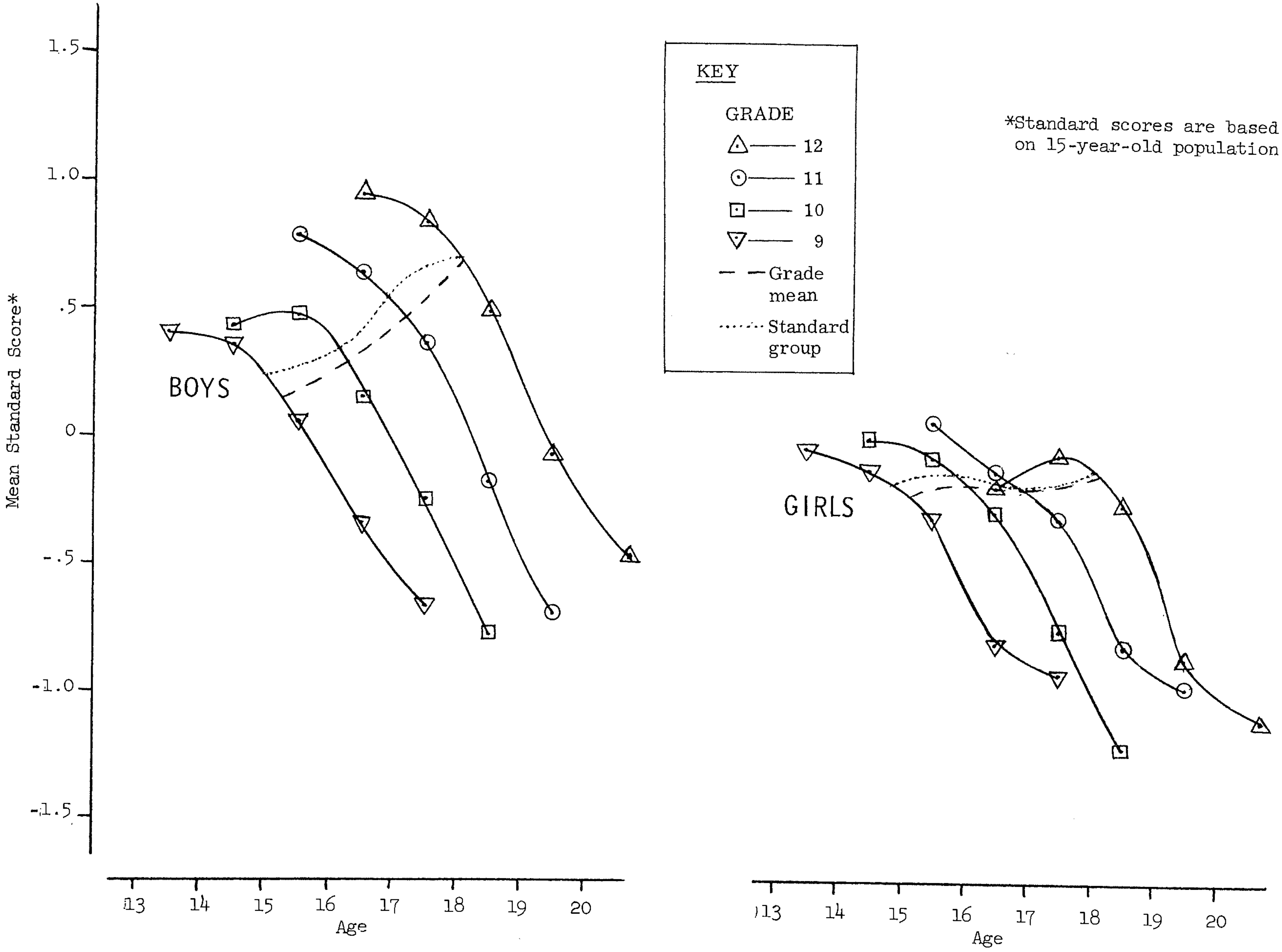
Note: For explanation of notation, see first page of Table IV.
*Data not available.

Fig. IV-1 Relationship of TALENT scores to Age and Grade
R102.Vocabulary (Information I)



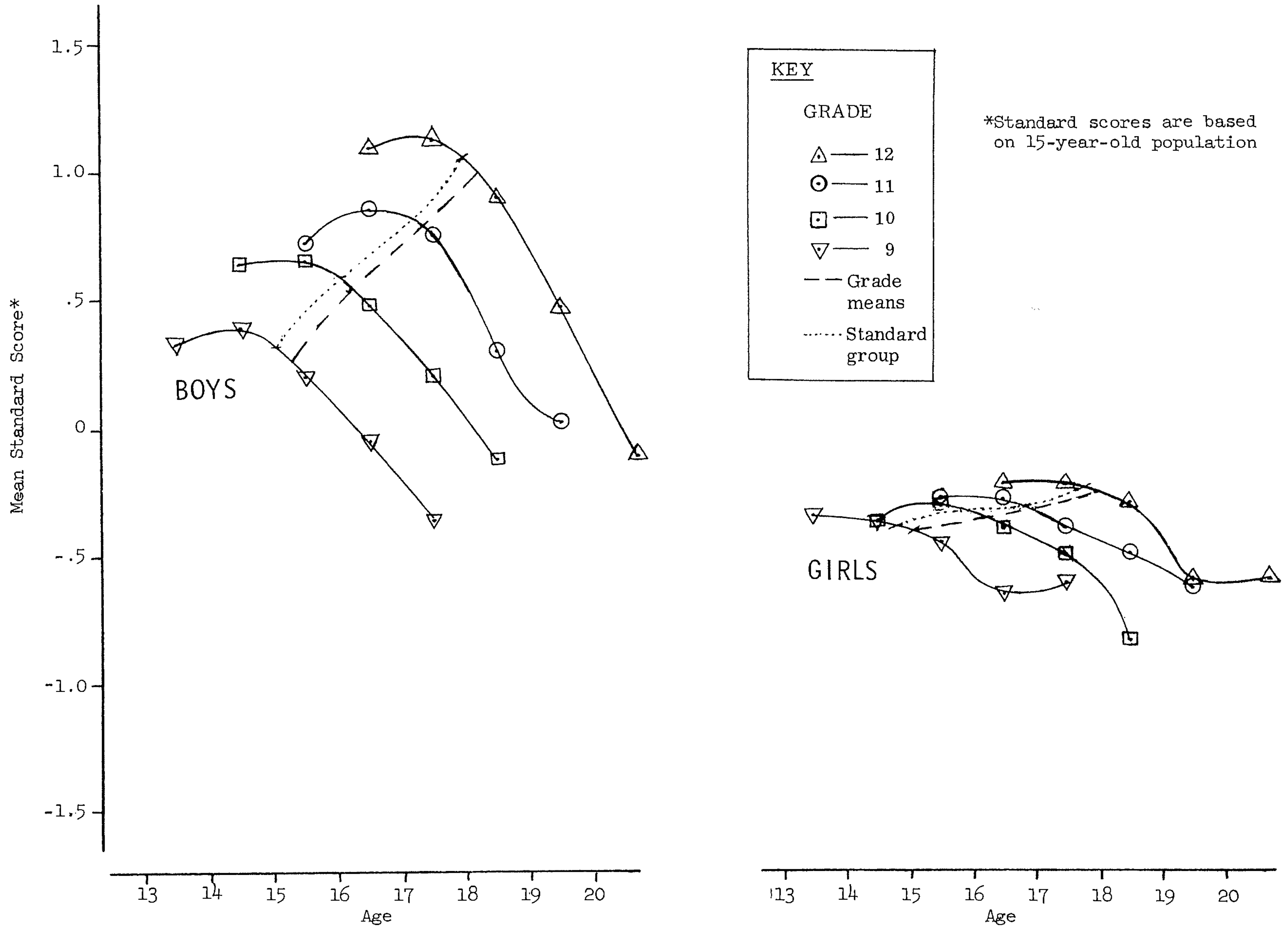
*Standard scores are based on 15-year-old population

Fig. IV-2 Relationship of TALENT scores to Age and Grade
R107, Physical Science Information



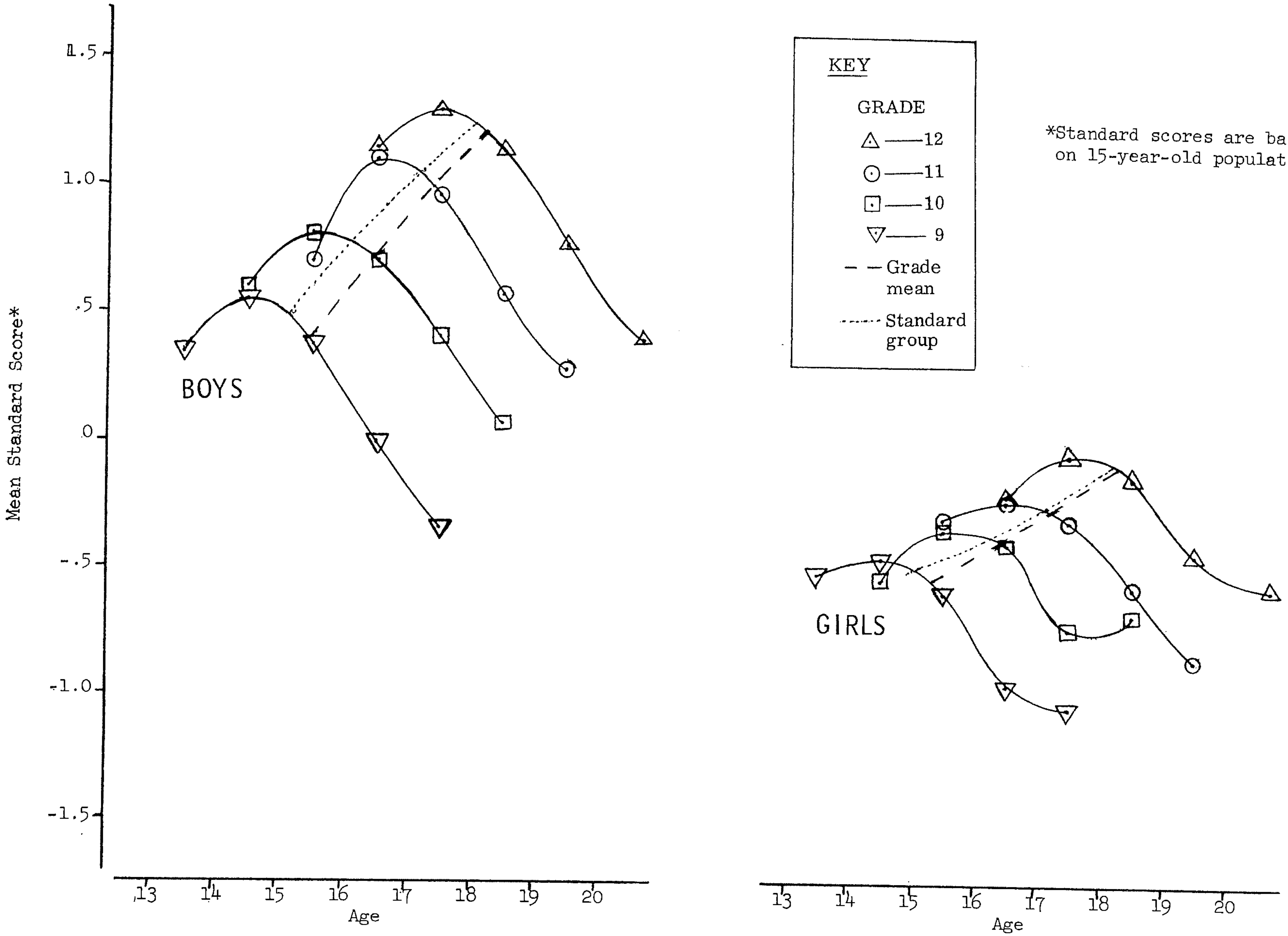
*Standard scores are based on 15-year-old population

Fig. IV-3 Relationship of TALENT scores to Age and Grade
R111, Electricity and Electronics Information



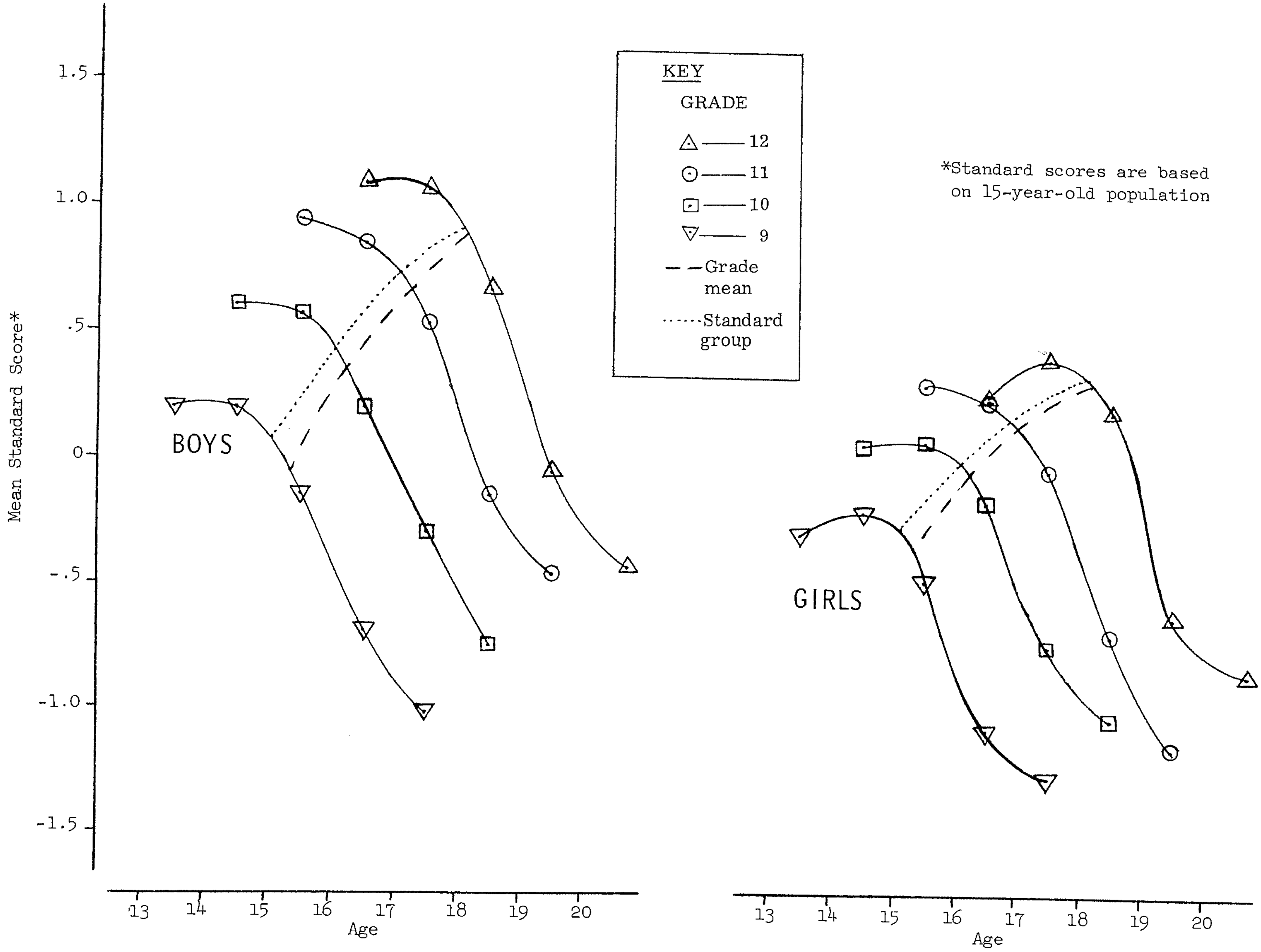
*Standard scores are based on 15-year-old population

Fig. IV-4 Relationship of TALENT scores to Age and Grade R-112.Mechanical Information



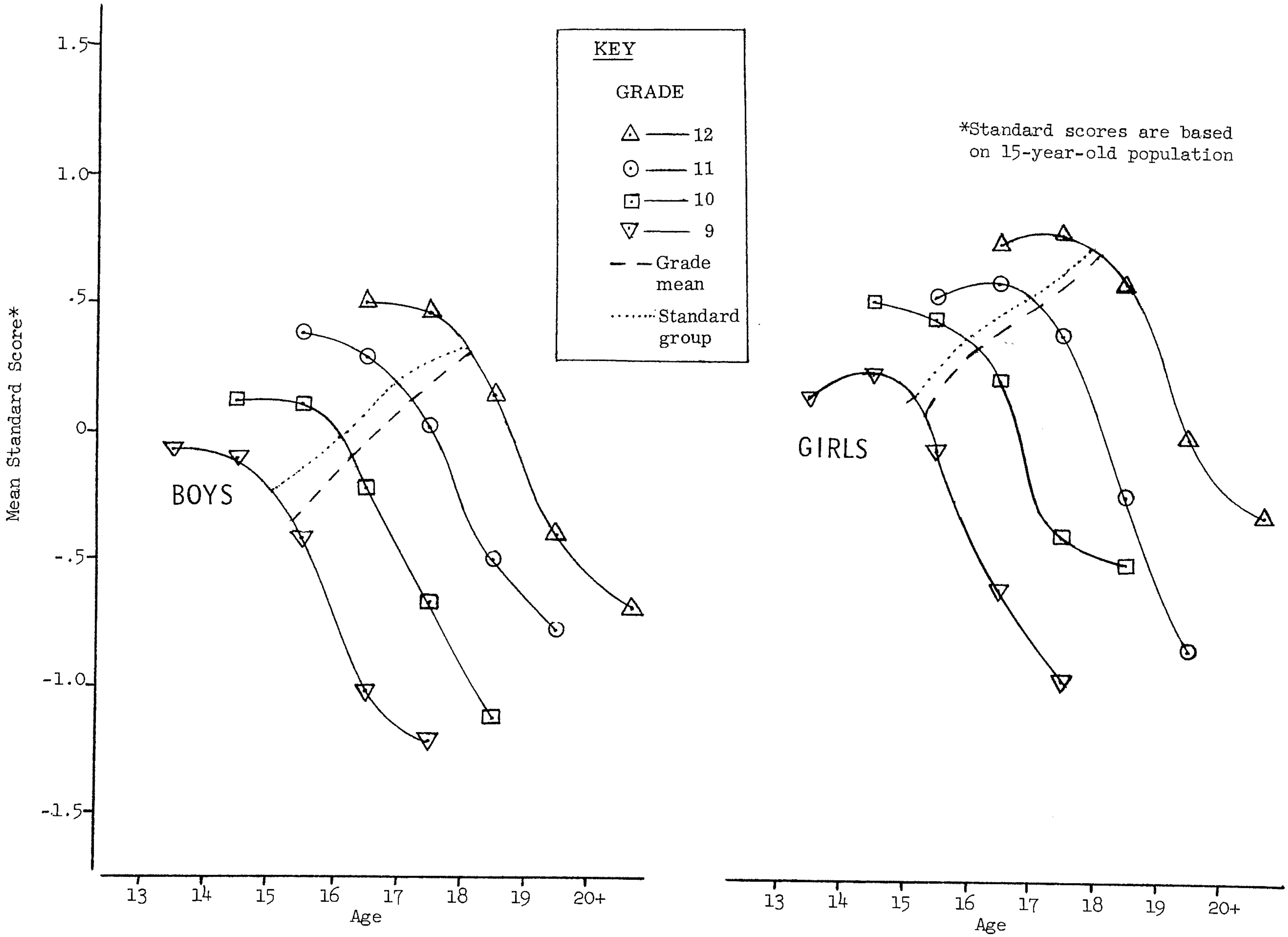
*Standard scores are based on 15-year-old population

Fig. IV-5 Relationship of TALENT scores to Age and Grade
R-190. Information Part I Total



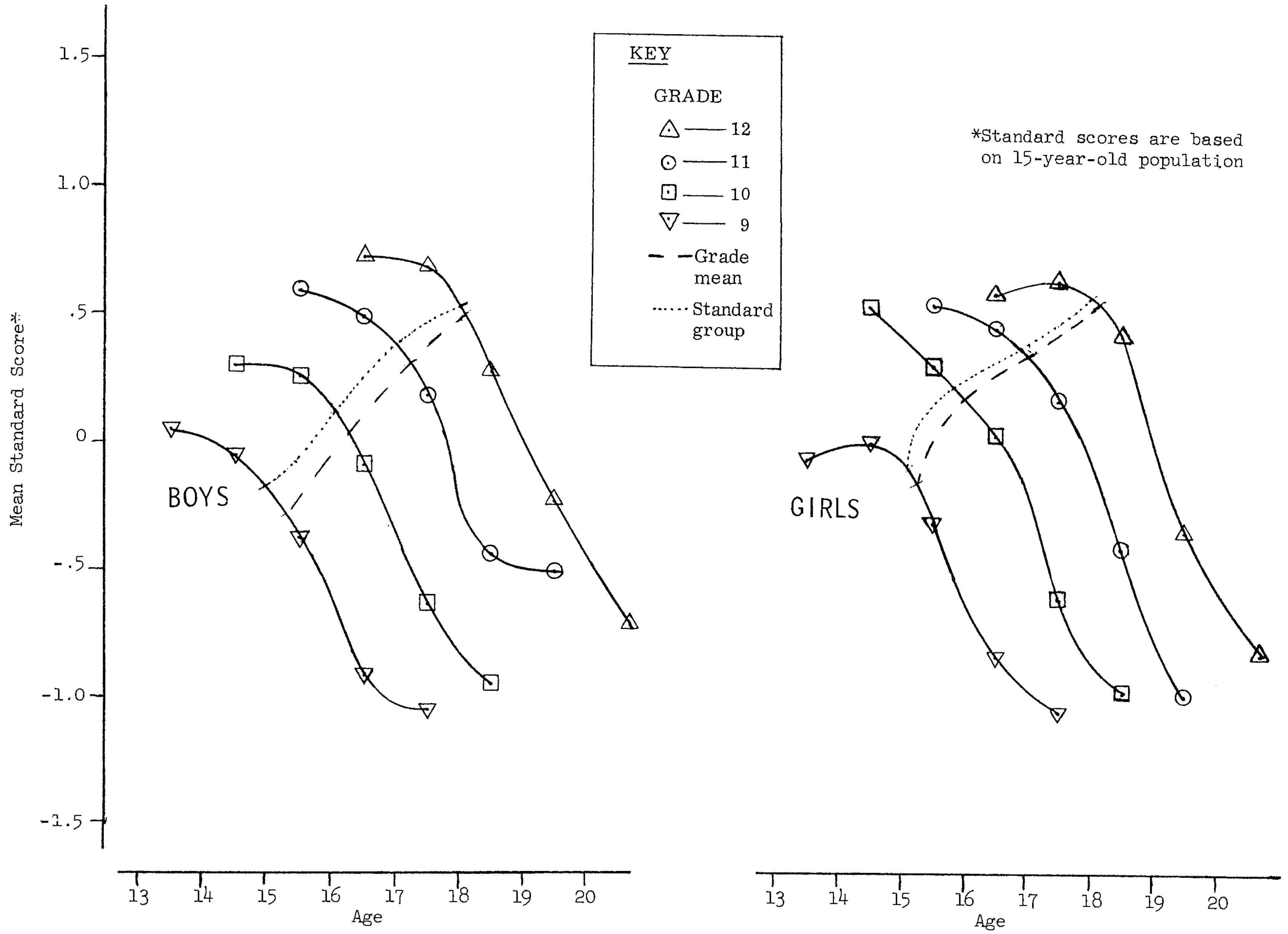
*Standard scores are based on 15-year-old population

Fig. IV-6 Relationship of TALENT scores to Age and Grade
R-230.English Total



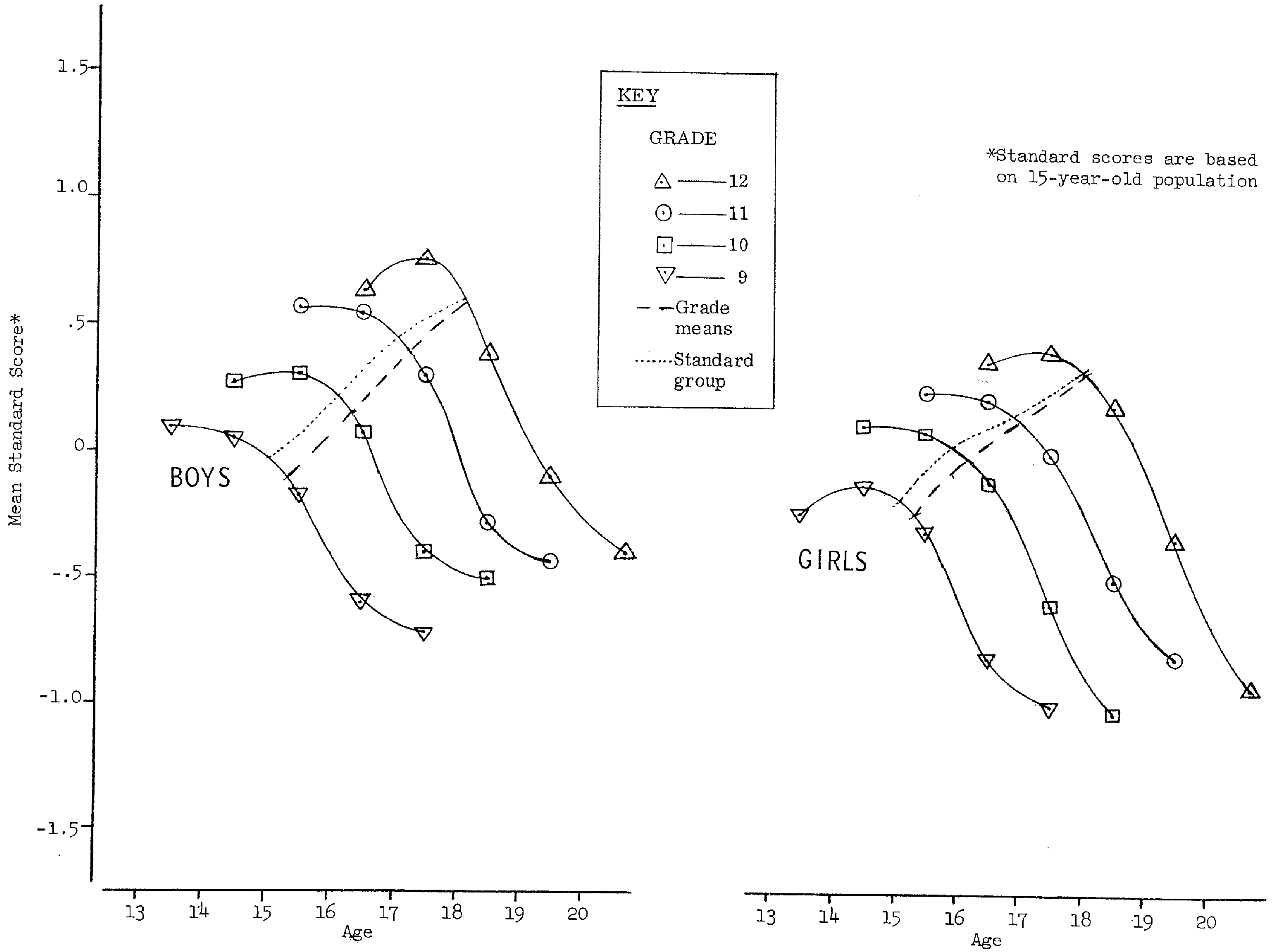
*Standard scores are based on 15-year-old population

Fig. IV-7 Relationship of TALENT scores to Age and Grade R-250.Reading Comprehension



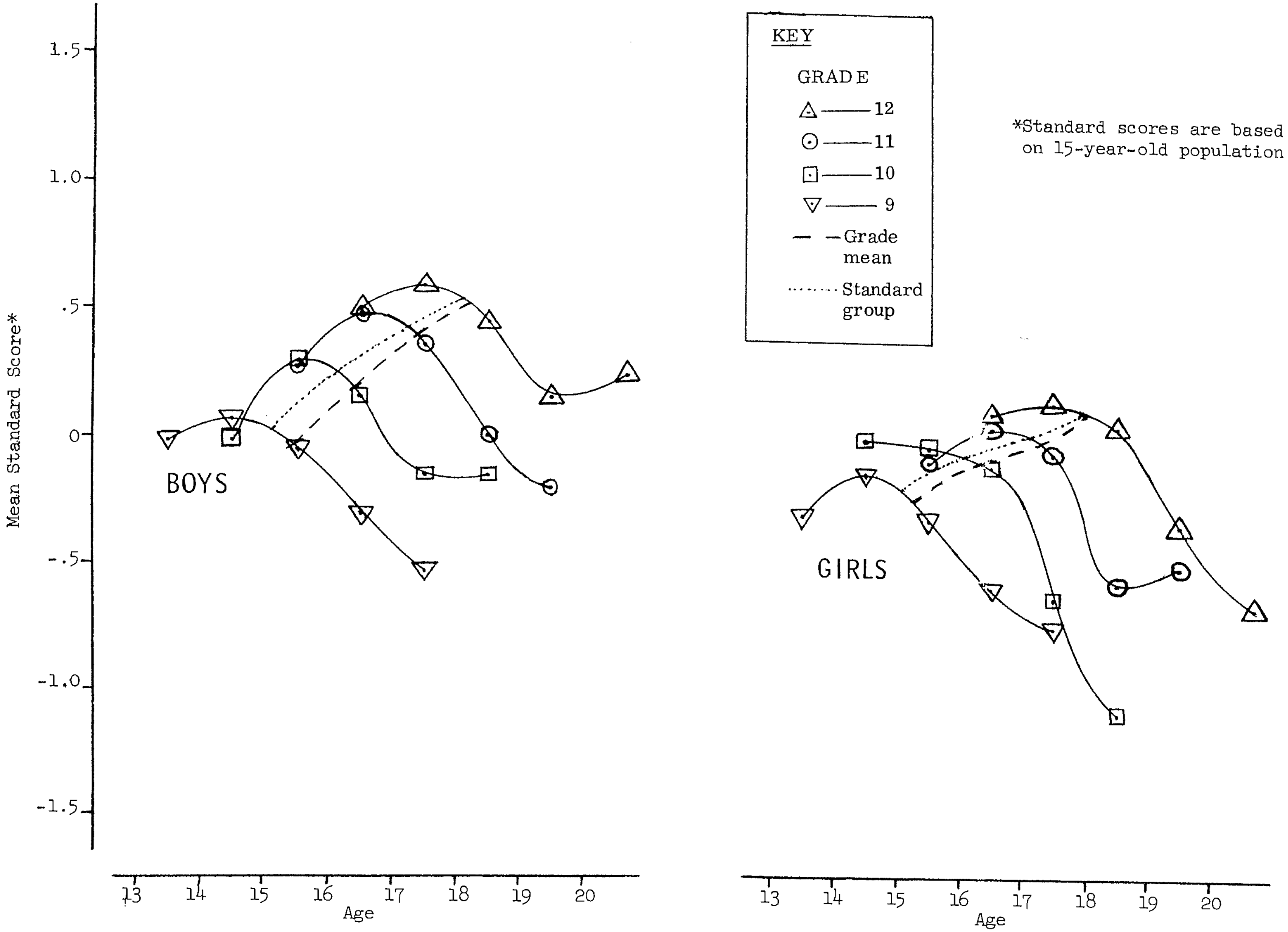
*Standard scores are based on 15-year-old population

Fig. IV-8 Relationship of TALENT scores to Age and Grade
R-260, Creativity



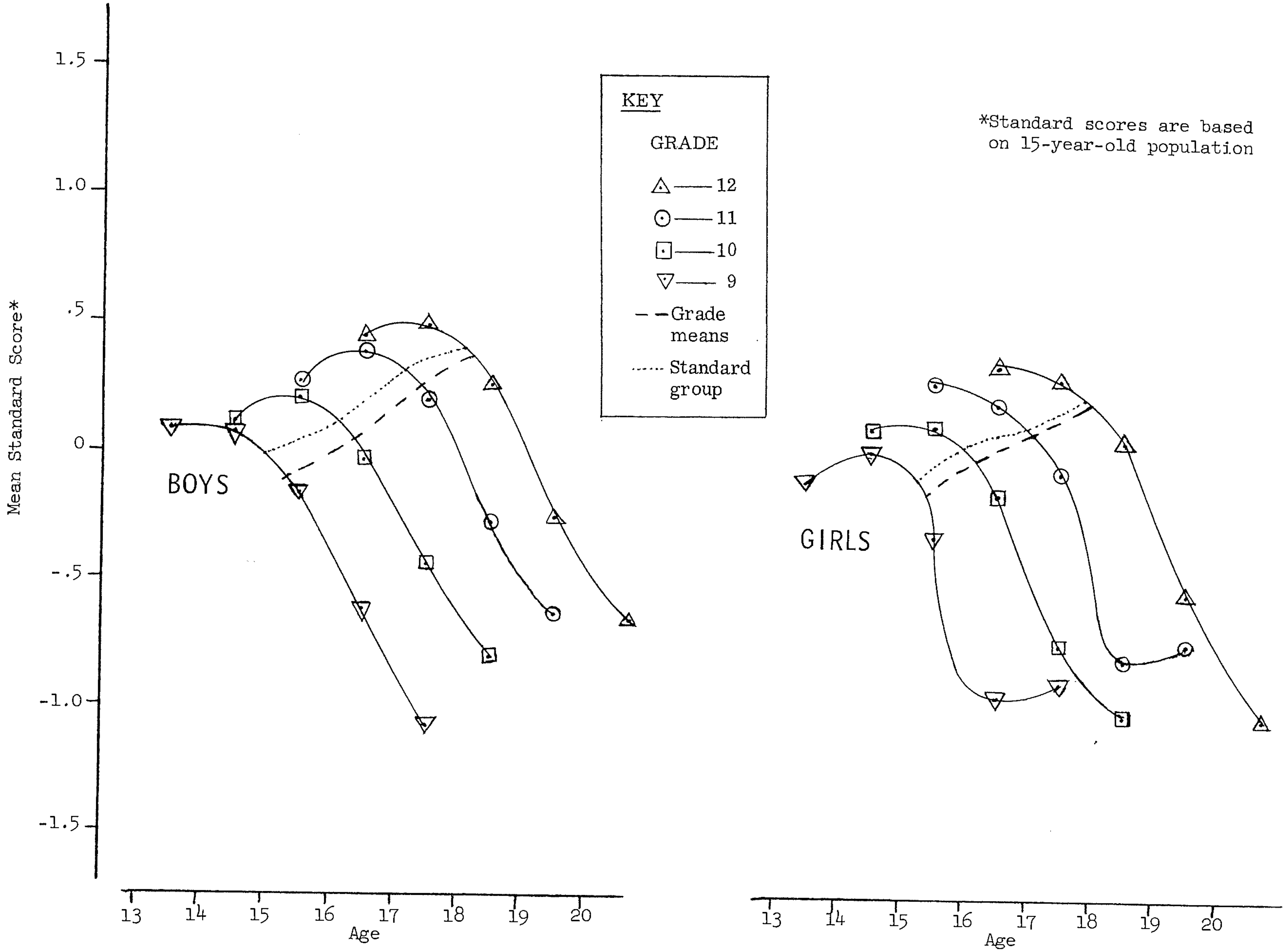
*Standard scores are based on 15-year-old population

Fig. IV-9 Relationship of TALENT scores to Age and Grade R-282.Visualization in Three Dimensions



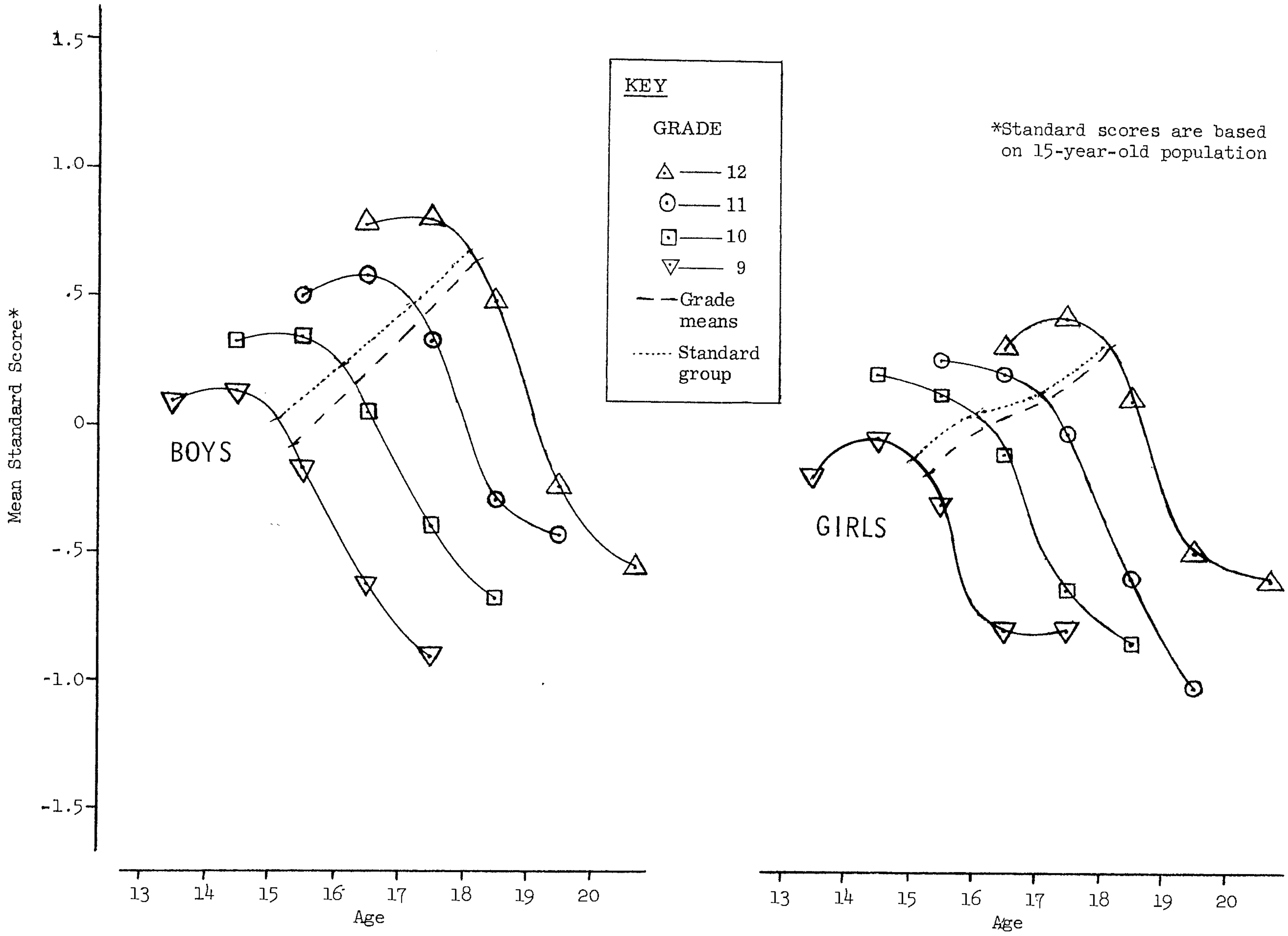
*Standard scores are based on 15-year-old population

Fig. IV-10 Relationship of TALENT scores to Age and Grade
R-290 Abstract Reasoning



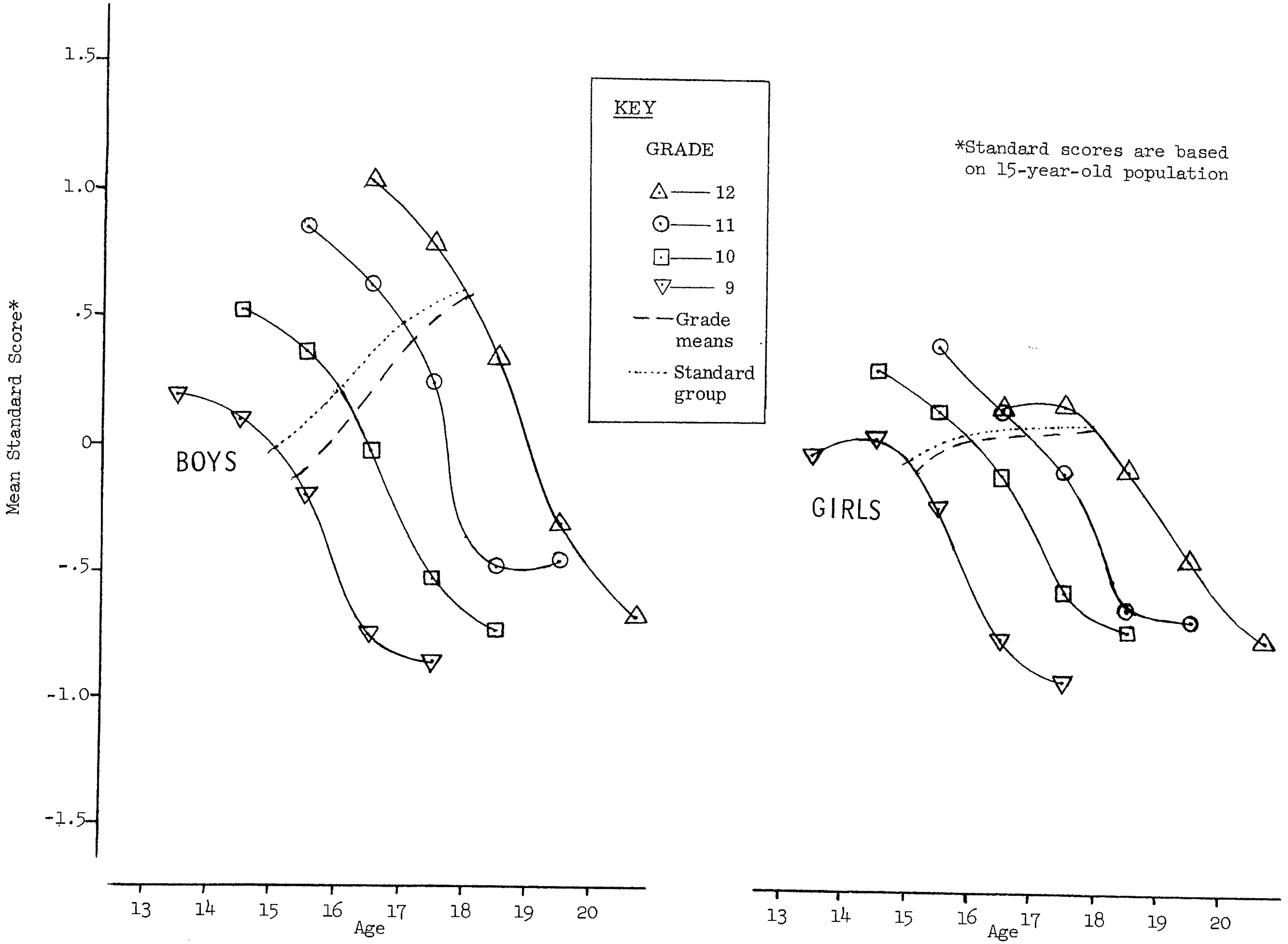
*Standard scores are based on 15-year-old population

Fig. IV-11 Relationship of TALENT scores to Age and Grade R-311, Mathematics Part I. Arithmetic Reas.



*Standard scores are based on 15-year-old population

Fig. IV-12 Relationship of TALENT scores to Age and Grade
R-312, Mathematics Part II. Introductory high school mathematics



*Standard scores are based on 15-year-old population

Table IV-5. Estimated* means and standard deviations for total population of 15-year-old boys and girls on 18 selected Project TALENT tests

Weighted numbers of cases (approx.)
Boys : N = 787,600
Girls : N = 832,100
Total : N =1,619,700

Test		Boys		Girls		Total	
		M	σ	M	σ	M	σ
R-102	Vocabulary Info. Part I	11.68	4.27	10.61	4.17	11.13	4.25
R-105	Social Studies Info.	13.69	5.74	11.99	5.12	12.82	5.50
R-107	Physical Science Info.	8.78	3.98	6.86	3.52	7.79	3.87
R-108	Biological Science Info.	5.91	2.52	5.19	2.35	5.54	2.46
R-111	Elec. Information	8.30	4.17	5.22	2.53	6.72	3.75
R-112	Mech. Information	10.95	3.72	7.10	2.90	8.97	3.84
R-114	Home Economics Info.	7.67	2.98	11.64	3.54	9.71	3.83
R-115	Sports Information	7.33	3.15	5.12	2.44	6.19	3.02
R-190	Information Part I Total	127.05	39.78	113.89	33.40	120.29	37.22
R-230	English Total	74.06	15.98	81.08	14.29	77.66	15.54
R-250	Reading Comprehension	26.26	11.53	27.95	10.69	27.13	11.14
R-260	Creativity	8.15	4.04	7.65	3.67	7.89	3.87
R-270	Mechanical Reasoning	11.64	4.22	8.13	3.50	9.84	4.24
R-282	Visualization in 3 Dim.	8.46	3.38	7.63	3.00	8.03	3.22
R-290	Abstract Reasoning	8.40	3.21	8.28	3.14	8.34	3.18
R-311	Math. I. Arithmetic Reas.	7.78	3.56	7.40	3.45	7.59	3.51
R-312	Math. II. Introd. h.s.math.	9.82	4.59	9.58	4.24	9.70	4.41
F-410	Arithmetic Computation	21.25	26.64	27.35	21.60	24.39	24.37

---

*These estimates are weighted means and standard deviations based on all 15-year-olds in the Project TALENT probability sample. Weight D was used.

grades; and these four curves are intersected by a dashed line and a dotted line. The dashed line connects the grade means. Now let us return, for a moment, to the concept of the "standard group", discussed in Section C of this chapter. The dotted line on the graphs represents this standard group. It connects the four "standard group points", one on each grade curve. Each of these four points is located between the points corresponding to the two modal age groups. Each point is closer to the younger of the two modal age groups for the grade than to the older group, and the ratio of the split is supposed to be, at least roughly, three-to-five for boys and three-to-seven for girls in Grade 12. Applying these ratios to the lower grades probably results in a slight underestimate of the actual "standard group" means for these grades, since the lower the grade the more non-standard [illegible] the group of students exactly at grade for age contains, [illegible] non-standard-group cases probably include more students at the low end of the scale (e.g., those who will become dropouts, and those who will lose a year before graduating) than at the high end of the scale (e.g., students who will complete the four years of high school in less than four years). Nevertheless, the ratios of the younger to the older modal age group for the grade (five-to-three for boys and seven-to-three for girls), when applied to the corresponding means, provide estimates of the "standard group" means for the lower grades that are probably useful even though not exact.

In every case the dotted line is systematically above the line connecting the grade means. This probably reflects to some extent the reluctance of many schools to encourage acceleration of the bright students. As a consequence of this policy, the students who are right at grade-for-age are actually a somewhat superior group instead of being average. The data of Table IV-4 and the corresponding graphs tell us, among other things, the old familiar story about differences among the students in a grade being vastly greater than differences among grades. But for most tests, they tell the story even more emphatically by making it clear that differences among different age groups in a grade are far greater than differences among grades. Reading Comprehension, English, and Mathematics Part II are among the tests that differentiate most sharply among different age groups within a grade. It can be seen from Table IV-4 that the general pattern for these three tests is very similar. Figure IV-7 makes it apparent that the difference among Reading Comprehension grade means for boys within a grade is about twice as great as the difference among grades; and for girls about the same situation holds, to perhaps an even greater degree. The typical Grade 12 student who is one year older than his classmates in the "standard group"--in other words the student who is one year behind his age group in regard to grade placement--is reading at the level of a "standard group" student about three years younger than he; and the Grade 12 student who is two years older than his classmates is reading at the level of a standard group student six years younger on the average. (It is necessary to extrapolate the dotted line representing the standard group downward to see this.)

The student who is handicapped in reading is also bound to be handicapped in any efforts he may make to learn academic material. Figure IV-2 shows the relationships for Physical Science Information, and here too the picture is much the same as for Reading Comprehension. The same thing is true for Social Studies Information (a graph for which is not among those presented here).

Perhaps a word of caution should be injected at this point. It must be recognized that these somewhat startling-looking amounts of retardation that have been cited (e.g., six years in Reading Comprehension for students whose grade placement is two years behind that of their contemporaries in the standard group) may be misleading if the reader does not keep firmly in mind the familiar fact, already pointed out, that differences within grade are vastly greater than differences between grades, and also the implication of this fact for psychometric methodology. To be specific, the minimal nature of inter-grade differences in comparison with intra-grade differences means that grade norms and other inter-group norms are rather unsatisfactory devices for evaluating performance. Intra-group norms such as percentiles or standard scores are far more useful and informative.

Why, then, are we devoting time and space to a discussion of degree of retardation in terms of number of years of retardation instead of relative standing within grade, and why will we discuss acceleration in the same terms? The answer is that this approach seems useful as a means of providing some notion of normal growth patterns for different levels of ability. It is certainly not intended to imply, however, that just because Grade 12 students who are 20 years old are reading at the level of 14-year-old boys who are making normal progress, the 20-year-olds should be pushed back to Grade 8 or 9. That would be a ridiculous conclusion, of course, but one which sometimes follows from misunderstanding of grade norms.

Now that the reader has been duly warned to guard against the possibility of misinterpreting the procedure of expressing deviations from the norm as a function of number of years of grade placement let us resume the discussion (cautiously!).

In order to facilitate comparison of the patterns for all tests directly, the mean standard scores shown in Table IV-4 have been summarized for Grade 9 in Table IV-6 and for Grade 12 in Table IV-7.

In all the areas mentioned thus far in the present discussion--Reading Comprehension, English, Mathematics II, Physical Sciences, Social Studies--not only are the older students even further behind in their achievement levels than their grade placement would indicate, but the accelerated students are further advanced in ability and achievement than their grade placement would indicate. Students who are one year accelerated not only read better and know more, on the average, than unaccelerated students of the same age, but they also read better and know more than their one-year-older classmates who

Table IV-6. Age group means* for Grade 9 boys and Grade 9 girls (Subsample 0) on 18 selected Project TALENT tests

Code #	Test	Mean Standard Scores* Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20+	Tot.	Range**
	BOYS											
R-102	Vocab.(Info. I)	.65	.09	.15	-.16	-.63	-.88	-.86	-.84	-2.04	-.07	1.03
R-105	Soc. Stud. Info.	.86	.34	.24	-.10	-.63	-.99	-.83	-.58	-1.62	.00	1.33
R-107	Phys. Sci. Info.	.29	.40	.36	.06	-.34	-.67	-.82	-1.09	- .84	.15	1.07
R-108	Biol. Sci. Info.	.86	.00	.09	-.12	-.53	-.63	-.34	-.82	-1.85	-.07	.72
R-111	Elec. Info.	.15	.33	.39	.21	-.04	-.36	-.21	-.30	-1.02	.26	.75
R-112	Mech. Info.	.17	.34	.54	.37	-.01	-.34	-.40	-.36	-1.04	.39	.88
R-114	Home Ec. Info.	-.86	-.56	-.52	-.62	-.88	-.98	-.84	-.96	-1.48	-.61	.46
R-115	Sports Info.	.44	.40	.43	.11	-.42	-.66	-.42	-1.21	-1.57	.19	1.09
R-190	Info. Part I Tot.	.66	.20	.20	-.14	-.68	-1.02	-1.01	-1.08	-2.04	-.05	1.22
R-230	English Total	.60	-.07	-.11	-.42	-1.03	-1.23	-1.17	-1.62	-2.15	-.35	1.16
R-250	Read. Comp.	.69	.05	-.05	-.38	-.92	-1.06	-1.09	-.85	-1.41	-.28	1.11
R-260	Creativity	.86	.10	.05	-.17	-.60	-.72	-.42	-.35	- .87	-.11	.82
R-270	Mech. Reas.	.28	.17	.44	.28	-.06	-.36	.15	-.78	- .67	.30	.80
R-282	Vis. in 3 Dim.	.09	-.02	.07	-.05	-.31	-.53	-.24	-.93	-1.10	-.03	.60
R-290	Abst. Reas.	.30	.09	.08	-.17	-.62	-1.08	-.80	-1.68	-1.98	-.11	1.17
R-311	Math. I.(Ar.Reas.)	1.13	.09	.13	-.17	-.62	-.91	-.56	-1.30	-1.19	-.08	1.04
R-312	Math. II.(Introd.)	.36	.19	.10	-.19	-.75	-.86	-1.04	-1.40	-1.64	-.12	1.05
F-410	Arith. Comput.	.09	-.28	-.04	-.24	-.68	-.87	-1.20	-1.42	-3.11	-.21	.83
N'***		7	96	1719	1323	356	79	6	2	2	3590	
	GIRLS											
R-102	Vocab. (Info. I)	.75	-.32	-.19	-.47	-1.04	-1.22	-1.44	-.74	-	-.34	1.03
R-105	Soc. Stud. Info.	.82	-.22	-.14	-.46	-.97	-1.08	-.98	-.88	-	-.30	.94
R-107	Phys. Sci. Info.	1.00	-.04	-.13	-.32	-.81	-.93	-.73	-.20	-	-.23	.89
R-108	Biol. Sci. Info.	-.49	-.38	-.32	-.42	-.88	-1.20	-.93	-.22	-	-.40	.88
R-111	Elec. Info.	-.55	-.34	-.37	-.45	-.66	-.61	-1.06	-.72	-	-.41	.32
R-112	Mech. Info.	-.86	-.52	-.46	-.59	-.96	-1.05	-1.31	-.77	-	-.54	.59
R-114	Home Ec. Info.	.51	.16	.46	.35	-.26	-.39	-.26	.60	-	.37	.85
R-115	Sports Info.	-.40	-.63	-.42	-.60	-.94	-.98	-.72	-1.06	-	-.51	.56
R-190	Info. Part I Tot.	.38	-.30	-.21	-.48	-1.08	-1.27	-1.30	-.69	-	-.36	1.06
R-230	English Total	.82	.15	.24	-.06	-.61	-.96	-1.42	-.04	-	.09	1.20
R-250	Read. Comp.	1.02	-.06	.00	-.31	-.84	-1.07	-1.58	-.06	-	-.16	1.07
R-260	Creativity	.46	-.23	-.12	-.31	-.81	-.99	-.61	-.23	-	-.23	.87
R-270	Mech. Reas.	-.67	-.48	-.42	-.57	-.95	-1.17	-1.02	-1.61	-	-.51	.75
R-282	Vis. in 3 Dim.	-.53	-.31	-.14	-.32	-.59	-.74	-.98	-.94	-	-.24	.60
R-290	Abst. Reas.	.31	-.10	.02	-.32	-.95	-.89	-.77	.21	-	-.15	.97
R-311	Math. I.(Ar.Reas.)	-.07	-.19	-.04	-.31	-.80	-.80	-.77	-1.59	-	-.18	.76
R-312	Math. II.(Introd.)	-.08	-.02	.05	-.22	-.74	-.91	-1.13	-.16	-	-.09	.96
F-410	Arith. Comput.	.03	-.06	.18	-.03	-.58	-.85	-.82	-.18	-	.05	1.03
N'***		3	131	2110	1141	177	36	6	1	0	3605	

---

*These means, which are extracted from Table IV-4, are based on weighted cases. School Weight A was used. The means are expressed as standard scores based on the total population of 15-year-olds.

**Range of Standard Score Means (for ages 13-17)

***N' is the same as in Table IV-4

Table IV-7. Age group means* for Grade 12 boys and Grade 12 girls (Subsample 0) on 18 selected Project TALENT tests

		Mean Standard Scores*										
Code #	Test	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20+	Tot.	Range**
					BOYS							
R-102	Vocab. (Info. I)	2.08	-	-	-0.09	0.88	0.84	0.47	-0.03	-0.46	0.67	1.34
R-105	Soc. Stud. Info.	1.49	-	-	0.47	0.88	0.85	0.52	0.08	-0.45	0.70	1.33
R-107	Phys. Sci. Info.	2.38	-	-	-0.33	0.94	0.83	0.48	-0.07	-0.48	0.67	1.42
R-108	Biol. Sci. Info.	1.81	-	-	1.00	0.43	0.61	0.41	0.01	0.00	0.51	.61
111	Elec. Info.	2.21	-	-	0.44	1.09	1.13	0.90	0.47	-0.11	1.01	1.24
R-112	Mech. Info.	1.83	-	-	1.31	1.14	1.29	1.13	0.77	0.39	1.20	.90
R-114	Home Ec. Info.	1.12	-	-	-0.64	-0.14	-0.06	-0.22	-0.43	-0.63	-0.13	.57
R-115	Sports Info.	2.59	-	-	0.68	1.07	1.00	0.70	0.23	-0.12	0.86	1.19
R-190	Info. Part I Tot.	2.53	-	-	0.25	1.09	1.07	0.67	0.06	-0.43	0.89	1.52
R-230	English Total	0.60	-	-	0.00	0.50	0.46	0.15	-0.40	-0.69	0.31	1.19
R-250	Read. Comp.	1.56	-	-	0.46	0.72	0.68	0.27	-0.23	-0.72	0.50	1.44
R-260	Creativity	1.84	-	-	-0.65	0.63	0.76	0.38	-0.10	-0.40	0.59	1.16
R-270	Mech. Reas.	0.98	-	-	0.07	0.82	0.92	0.77	0.28	0.37	0.84	.64
R-282	Vis. in 3 Dim.	2.17	-	-	-0.17	0.50	0.59	0.45	0.16	0.24	0.52	.43
R-290	Abst. Reas.	1.78	-	-	-1.17	0.44	0.49	0.26	-0.26	-0.66	0.37	1.15
R-311	Math. I. (Ar. Reas.)	1.83	-	-	0.08	0.78	0.80	0.48	-0.24	-0.56	0.64	1.36
R-312	Math. II. (Introd.)	2.79	-	-	0.18	1.03	0.77	0.33	-0.31	-0.68	0.58	1.71
F-410	Arith. Comput.	1.67	-	-	-0.05	0.41	0.43	0.16	-0.18	-0.49	0.31	.92
N'***		1	0	0	2	88	1688	868	136	24	2807	
					GIRLS							
R-102	Vocab. (Info. I)	-	0.91	-0.03	0.64	0.34	0.45	0.22	-0.75	-0.78	0.36	1.23
R-105	Soc. Stud. Info.	-	0.03	1.13	0.68	0.36	0.40	0.21	-0.53	-0.77	0.33	1.17
R-107	Phys. Sci. Info.	-	0.83	0.05	0.38	-0.19	-0.07	-0.26	-0.87	-1.11	-0.14	1.04
R-108	Biol. Sci. Info.	-	1.00	0.59	0.22	0.05	0.16	0.09	-0.44	-0.59	0.12	.75
R-111	Elec. Info.	-	1.14	0.87	-0.64	-0.22	-0.22	-0.29	-0.60	-0.60	-0.25	.38
R-112	Mech. Info.	-	0.27	-0.51	-0.64	-0.21	-0.04	-0.13	-0.43	-0.57	-0.08	.53
R-114	Home Ec. Info.	-	1.38	1.38	0.18	0.83	1.10	0.94	0.55	0.41	1.03	.69
R-115	Sports Info.	-	0.60	-0.40	-0.09	-0.20	-0.02	-0.15	-0.73	-1.16	-0.08	1.14
R-190	Info. Part I Tot.	-	0.92	0.38	0.39	0.26	0.40	0.19	-0.63	-0.86	0.31	1.26
R-230	English Total	-	-0.04	0.28	0.98	0.76	0.79	0.60	0.00	-0.31	0.72	1.10
R-250	Read. Comp.	-	0.66	0.84	1.10	0.58	0.63	0.42	-0.35	-0.83	0.55	1.46
R-260	Creativity	-	0.80	-1.01	0.24	0.37	0.41	0.20	-0.33	-0.92	0.33	1.33
R-270	Mech. Reas.	-	1.45	-0.67	-0.33	-0.19	-0.22	-0.34	-0.75	-0.91	-0.26	.72
R-282	Vis. in 3 Dim.	-	1.23	0.30	0.24	0.11	0.14	0.05	-0.33	-0.67	0.11	.81
R-290	Abst. Reas.	-	0.84	0.84	0.70	0.35	0.30	0.07	-0.53	-1.03	0.22	1.38
R-311	Math. I. (Ar. Reas.)	-	-0.17	-0.45	1.07	0.31	0.42	0.11	-0.49	-0.61	0.32	1.03
R-312	Math. II. (Introd.)	-	-0.84	-0.38	0.81	0.17	0.18	-0.07	-0.42	-0.74	0.10	.92
F-410	Arith. Comput.	-	****	-0.39	0.70	0.42	0.45	0.29	-0.24	-0.22	0.39	.69
N'***		0	1	1	5	116	1923	692	68	9	2815	

*These means, which are extracted from Table IV-4, are based on weighted cases. School Weight A was used. The means are expressed as standard scores based on the total population of 15-year-olds.

**Range of Standard Score Means (for ages 16 to 20+)

***N' is the same as in Table IV-4

****Data not available

constitute the standard group. As a matter of fact, in these terms the student who is one year ahead of his age group in regard to grade placement is about two years ahead of them in regard to reading ability, achievement in English and high school mathematics, and information in academic areas such as physical science and social studies.

But, interestingly enough, this pattern breaks down on some of the tests. It begins to break down on Abstract Reasoning, which is shown in Figure IV-10, and on Arithmetic Reasoning (Figure IV-11). For these tests students who are one year accelerated tend to get raw scores that are hardly higher, or not higher at all, than those achieved by their classmates who are in the "standard group" of students at grade-for-age. The accelerated students do better than unaccelerated students of their own age but no better than unaccelerated students a year older than they, and in some cases they actually do slightly worse. Whatever the factors that result in a student's becoming accelerated, they are apparently more closely associated with superior skill in reading than with superior ability in arithmetic reasoning or abstract reasoning. Or looked at another way, perhaps the failure of the accelerated group as a whole to do as much better than their classmates in abstract reasoning and arithmetic reasoning as in reading comprehension is primarily the effect of acceleration. Conceivably growth in the kinds of mental skills involved in abstract reasoning and arithmetic reasoning is considerably more dependent on maturation of ability than on scholastic experience, at least in the age range involved here (early teens). Thus the fact that the accelerated students have lived a year less than their unaccelerated classmates, and therefore have had a year less for these skills to mature, is predominant over the fact that they are being exposed to scholastic experiences at a higher grade level than most of their contemporaries. Skill in reading, on the other hand, is of course very much dependent upon the availability of the opportunity to read widely and extensively in a great many areas, and interest in taking advantage of that opportunity. In other words, it is quite dependent on practice and experience in reading. Insofar as students who are a year accelerated are those who have tended to do more reading, whether as a result of this acceleration or as an underlying factor leading to it, they may thus have somewhat better achievement in reading than would be expected solely on the basis of their scores on Abstract Reasoning. This is sometimes referred to as "over-achievement in reading comprehension" (over-achievement in relationship to abstract reasoning).

This so-called "over-achievement" in reading is of particular interest because it appears to fit in neatly with one of the previous findings of Project TALENT, to the effect that students in vocational high schools tend to "under-achieve" in Reading Comprehension in comparison with their Abstract Reasoning scores. This finding has been interpreted to indicate that the vocational students are "under-achieving" because they are getting too little formal instruction in English and too little experience in coping with the printed word. Our present data, dealing with the joint relationship of age and grade to performance, is the opposite side of this same coin. Here, apparently, we see a situation where the accelerated students, unlike the vocational students, are "over-achieving" in reading comprehension because they are getting extra experiences and extra emphasis in this area. Whether the extra experiences are part of the formal scholastic program or whether they are obtained outside of school is somewhat immaterial to the interpretation. The effects are the same either way. In any event, the fact that these accelerated students perform better in reading, English, and high school mathematics than their unaccelerated classmates, even though they do not score markedly higher in abilities such as abstract reasoning, growth in which depends more on maturation than on formal training, may be regarded as strong evidence that school performance does not suffer as a result of moderate acceleration of better-than-average students.

Other tests on which accelerated students tend to score only slightly higher than their unaccelerated classmates are Creativity and Electrical and Electronics Information. And then there are a handful of tests in which there is an actual and sizable reversal of the accelerated students' superiority over their unaccelerated classmates. Visualization in Three Dimensions falls in this category, and Mechanical Reasoning and Mechanical Information are perhaps even more spectacular instances of it. Also in this category in which the accelerated students do not sparkle especially brightly are specialized areas of information such as Home Economics, and Sports Information (especially in the case of girls).

Let us recognize, however, that even though the accelerated students are not as good as their classmates in the standard group in these areas the converse is not true, that the over-age students are better informed or have better aptitudes in these particular areas. Just as the over-age students are very much below average in academic skills, they are also substantially below average in mechanical information and mechanical reasoning. The men who can repair automobiles satisfactorily, and keep the jets flying, are not likely to come from the over-age group.

On Visualization in Three Dimensions*, however, the very over-age students make a better showing, relatively, than on most of the other tests. Evidently students are not accelerated merely because they are superior in three-dimensional visualization, and they do not fall behind merely because they are poor in it. Spatial visualization is apparently a skill which is very much dependent on maturation and hardly at all dependent on formal scholastic instruction.

The range columns of Tables IV-6 and IV-7 are worth particular attention. The tests where the range of standard score means for age groups is smallest within a single grade are those on aptitudes and abilities that we have already pointed out have very little association with success in school. Visualization in Three Dimensions, it will be noted, falls in this category.

---

*Table IV-4, Section N.

F. Summary and Conclusions

1. Hypothetical and actual relation of grade to age.

In our sample of 15-year-olds (i.e., students who had reached their fifteenth birthday but not their sixteenth by March 1 of the year in which they were tested), students who started Grade 1 at the usual age and have progressed at the normal rate should be in either Grade 9 or Grade 10, depending on the exact month of birth and the age at which they became eligible to enter Grade 1, in the area where they were living at the time. Presumably, if all students progressed normally in school and there were no dropouts, the ratio of students in the higher of the two modal grades (e.g., Grade 10) to students in the lower one (e.g., Grade 9) for a single age group (e.g., age 15) would be somewhere in the vicinity of two-to-one after correction for the effects of differential birth rates in different months. Likewise, under these same hypothetical conditions the ratio of students in the younger of the two modal age groups within a grade to the older would be roughly two-to-one. For instance, the ratio of 14-year-olds to 15-year-olds in the ninth grade, the ratio of 15-year-olds to 16-year-olds in Grade 10, the ratio of 13-year-olds to 14-year-olds in Grade 8, etc., would be about two-to-one.

Departures from this simple hypothetical situation are of course the normal state of affairs. These departures are due in part to differential birth rates in different months and in different years. But much more significant from the viewpoint of educational policies and practices, they are due to dropout (a problem of major scope), acceleration, entrance into the first grade substantially before the sixth birthday, and retardation. Since policies of 100 per cent promotion and grade placement strictly on the basis of age are not universal practices, universally applied without exception, there are some students (their number is unknown at present) who require more than 12 years to complete Grades 1-12, and some other students (undoubtedly a far smaller number, although their exact count, too, is unknown) who are permitted to complete Grades 1-12 in less than 12 years, or to get a head start through admission to Grade 1 at age five.

The effects of these widely variable factors--dropout, scholastic retardation, early admission, and scholastic acceleration--on age-grade interrelationships are quite complex. The age-grade distribution resulting from this complex interaction has been shown in Table IV-2. Table IV-3 shows the corresponding percentage distribution that would result if the effects of differential birth rate were eliminated. It appears from these tables that the great majority of the departures from normal grade placement with respect to age are in the direction of retardation, rather than in the direction of acceleration or early admission. While the picture is not quite clear because of the fact that some students of a particular age belong in one grade and some in another (on account of different months of birth), the data suggest that at the Grade 9 level there is well over three times as much retardation as acceleration, but that by Grade 12 the number of retarded students has been so greatly reduced (presumably by dropout) that it is almost down to the number of accelerated students. A very substantial part of the dropout seems not to occur until after the student has passed his seventeenth birthday.

We can carry the analysis one step further by classifying the students in terms of their own patterns of grade-to-grade progression in relation to their aptitude and achievement levels. This approach is applied in the next section (Section 2, below), in which the interrelationships of age-grade patterns and aptitude-and-achievement patterns are discussed briefly.

2. Interaction of age-grade patterns and performance patterns.

Very detailed information about the interrelations of age, grade, and test performance are presented in this chapter primarily in Tables IV-4, IV-6, and IV-7, and in Figures IV-1 through IV-12, and are not repeated here. The primary purpose of the discussion below is to summarize briefly a few salient points. For this purpose, the high school population can be thought of in terms of five segments:

First: the accelerated students, who tend to be superior to their classmates in academic skills, in achievement in school subjects, and in most kinds of information; but much less so or even not at all, in non-school-related aptitudes such as visualization in three dimensions, and in certain specialized non-academic areas of information such as mechanics. There is some evidence, primarily in the far greater superiority of these students in certain school-related subjects such as reading and English and high school mathematics than in intellectual skills such as abstract reasoning which are not directly related to the high school curriculum, that the superiority of the students is at least partly a result of their acceleration and not entirely a cause.

Second: the students who are at the normal grade for their age, particularly those of them who are likely to continue to be at grade-for-age until they graduate. They will constitute a useful normative group--particularly when follow-up data become available on them.

Third: students who are potential dropouts primarily because they are about one year behind their age group in regard to grade placement. While some members of this group resemble those in the fourth group, described below, many of them are qualitatively more like those in the second group, mentioned in the paragraph above, and are not in that group primarily because they are victims of circumstance. The circumstance that has victimized some of these members of "Group 3" is a date of birth just a month or two too late to qualify them to enter the first grade when they are nearly six years old. Contributing to this "victimization" is the circumstance that they live in a jurisdiction where the date of birth that has been decided by law, ordinance, or local school regulation to qualify a child for admission to the first grade is so early and so rigidly enforced that many children who were born exactly the same day as these boys and girls we are now discussing, but who live in a different area, start the first grade one full year earlier. Boys and girls who do not start the first grade until they are nearly seven, and then are lock-stepped in a rigid one-year-at-a-time progression regardless of their ability, are nearly 18 before they become eligible to enter Grade 12. A substantial proportion of them therefore feel under considerable pressure to get out of school, even without a diploma, and to do some of the things they become eligible to do at age 18--e.g., get a job; join the Army; get married. Thus, this group contributes too many boys and girls to the unfortunately large group of young people who are capable of graduating from high school but do not. Doing something about the situation of these boys and girls to enable them to earn their high school diplomas without having to stay in high school until they are about 19 could help to reduce the dropout rate and alleviate the dropout problem.

Fourth: the students who are from one-and-a-half to about three years behind their age group in regard to grade placement. The myth that while boys in this category may not be good in academic skills they are really better than average in electronic and mechanical aptitude seems clearly to be just a myth--at least as a generalization applying to this group as a whole--though there may be and probably are a few individual exceptions. This group has a very high dropout rate.

Fifth: the students who are more than three years behind their age group in regard to grade placement, but who nevertheless stay in school. Members of this group almost certainly have some special merits in terms of persistence--and there is some hint in the data, though nothing conclusive on this preliminary analysis, that they may be superior in basic ability to the potential dropouts who are only moderately over-age for their grade. It seems probable, although we do not have any real evidence on this point as yet, that many of these very much over-age students are ex-dropouts who have returned to school after having been out for a couple of years.

Chapter V. THE FIFTEEN-YEAR-OLDS

A. Introduction

In Chapter III, characteristics of that comparative rarity among dropouts, the 15-year-old dropout, were discussed. In Chapter IV, the 15-year-old still in school was placed against a background of students in various age-and-grade categories (with particular emphasis on the high school grades). The present chapter has as its function to present and interpret data based on all the 15-year-olds in the study (or on a probability sample of them), against the backdrop provided by Chapters III and IV. Chapter V, thus, is intended to tell us something about the characteristics of a very varied group of boys and girls, constituting an across-the-board sample of 15-year-olds. Membership in the population represented by this sample is delimited by only two requirements; its members are 15 years old and resident in the United States. These data, then, are largely of a census type, designed chiefly to throw some light on what aptitudes and abilities, both individually and in combination, are available among the total group of Americans born in a given twelve-month period (March 1944 through February 1945).

The composition (in terms of grade and sex) of the sample of 15-year-olds on which the data presented in this chapter are based is summarized in Table V-1. It should be observed that by far the largest group of 15-year-olds are those in Grade 10. Grade 9 provides the next largest group. Boys and girls who enter Grade 1 at the normal age (about six) and make normal progress would normally be in Grade 9 or 10 (mostly the latter) on the March 1 when they are 15 years old. Which of the two modal grades they would be in would depend, of course, on their exact date of birth, and on local regulations concerning the exact age at which children become eligible for admission to Grade 1.

The group below Grade 9 consists mostly of Grade 8 students, although there are a few who are in Grade 6, or even lower.

B. Intercorrelations Among Test Scores

Intercorrelations among 111 Project TALENT score variables are presented in Tables V-2 to V-4 inclusive. These intercorrelations are based

Table V-1 Composition of Project TALENT Sample of 15-Year-Olds
Cases With Complete Data*

Grade	No. of Cases in Sample			Corresponding Weighted**** No. of Cases (approx.)		
	Boys	Girls	Total	Boys	Girls	Total
12	36**	34**	70**	600	600	1,200
11	911**	1,242**	2,153**	16,300	22,900	39,200
10	19,924**	24,517**	44,441**	418,500	507,800	926,300
9	13,724**	12,591**	26,315**	292,600	265,800	558,400
8	217	120	337	45,100	26,300	71,400
7	37	26	63	7,900	5,200	13,100
6 or below	10	2	12	2,100	400	2,500
Not in School	4	6	10***	800	1,300	2,100
Subtotal	34,863	38,538	73,401	783,900	830,300	1,614,200
Grade Unknown	15	9	24	3,700#	1,800#	5,500#
Total	34,878	38,547	73,425	787,600	832,100	1,619,700

*These are the cases for which the "master tape file" (complete cases only, at present) has been completed.

**A representative 10 per cent sample of these Grade 9-12 15-year-olds was used, together with the entire special sample of non-high-school 15-year-olds, in the correlations, means, and standard deviations presented in Tables V-2 to V-5 inclusive; these correlations, means, and standard deviations are based on unweighted cases (complete cases, only). The 10 per cent sample of Grade 9-12 15-year-olds consisted of all those with "3" as the terminal digit of the six-digit testing number.

***This number does not agree exactly with the corresponding number in Table II-3, because of anomalies in the computer processing.

****Weight D was used. For a description of this weight, see Chapter II, Section C.

#Estimated.

Table V-2

Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Boys

Table V-2a. 15-year-old boys in high school (10% Subsample. N-3373)

Var*	Var	Code	Description		Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade	1			203	306	346	255	282	338	194	304	276	165	151	196	176	203	260	256	243	296	206	189	226	236	169
	2		Sex (1=M, 2=F)	2																									
1	3	R-101	Info I: Screening	3	203			459	398	369	503	325	381	389	394	309	313	430	419	368	421	379	362	411	382	237	279	301	232
2	4	R-102	" Vocab I	4	306		459		713	631	721	668	692	649	596	624	595	601	532	474	562	640	590	633	526	460	557	568	463
3	5	R-103	" Literature	5	346		398	713		651	706	641	590	573	514	556	443	421	395	391	512	655	559	568	418	477	546	588	484
4	6	R-104	" Music	6	255		369	631	651		608	576	534	499	443	491	442	386	336	405	474	595	483	506	396	432	513	515	405
5	7	R-105	" Soc.Studies	7	282		503	721	706	608		630	655	615	551	562	492	499	480	441	584	614	583	606	471	458	535	662	481
6	8	R-106	" Math	8	338		325	668	641	576	630		651	549	508	535	542	438	372	403	492	537	515	535	423	431	476	496	402
7	9	R-107	" Phys. Sci	9	194		381	692	590	534	655	651		635	511	615	671	534	466	420	424	539	503	557	464	381	435	505	389
8	10	R-108	" Bio Sci	10	304		389	649	573	499	615	549	635		495	543	513	530	508	438	411	501	479	561	451	386	417	473	362
9	11	R-109	" Sci Attitude	11	276		394	596	514	443	551	508	511	495		439	418	458	411	373	461	483	475	484	393	342	411	418	315
10	12	R-110	" Aero & Space	12	165		309	624	556	491	562	535	615	543	439		595	514	376	362	389	497	480	465	430	363	430	488	403
11	13	R-111	" Elec & Electron	13	151		313	595	443	442	492	542	671	513	418	595		618	405	400	298	432	442	436	451	308	361	388	293
12	14	R-112	" Mechanical	14	196		430	611	421	386	499	438	534	530	458	514	618		558	444	374	407	424	465	478	296	355	369	289
13	15	R-113	" Farming	15	176		419	532	395	336	480	372	466	508	411	376	405	558		410	362	357	401	430	403	274	313	315	256
14	16	R-114	" Home Ec	16	203		368	474	391	405	441	413	420	438	373	362	400	444	410		321	380	358	426	348	280	336	314	238
15	17	R-115	" Sports	17	260		421	562	512	474	584	492	424	411	461	389	298	374	362	321		466	455	446	339	333	455	417	401
	18	R-131	Info II: Art	18	256		379	640	655	595	614	537	539	501	483	497	432	407	359	380	466		545	570	456	443	522	567	438
	19	R-132	" Law	19	243		362	590	559	483	583	515	503	479	475	480	442	424	401	358	455	545		536	446	387	470	476	409
	20	R-133	" Health	20	296		411	633	568	506	606	535	557	561	484	465	436	465	430	426	446	570	536		475	397	475	487	372
	21	R-134	" Engineering	21	206		382	526	418	396	471	423	464	451	393	430	451	478	403	348	339	456	446	475		317	379	382	330
	22	R-135	" Architecture	22	189		237	460	477	432	458	431	381	386	342	363	308	296	274	280	333	443	387	397	319		361	408	360
	23	R-136	" Journalism	23	226		279	552	546	513	535	476	435	417	411	430	361	355	313	336	455	522	490	475	379	361		444	392
	24	R-137	" Foreign Travel	24	236		301	568	588	515	602	496	505	473	418	488	388	369	315	314	417	567	476	487	382	408	444		411
	25	R-138	" Military	25	169		232	463	484	405	481	462	389	362	315	403	293	289	256	238	401	438	409	372	330	360	392	411	
	26	R-139	" Acct,Bus,Sales	26	253		340	562	539	487	549	506	466	438	449	432	407	405	352	364	424	522	523	504	405	371	479	457	392
	27	R-140	" Pract.Knowl.	27	239		462	527	474	432	512	408	420	412	432	382	364	420	340	366	424	508	485	521	459	322	415	434	337
	28	R-141	" Clerical	28	267		261	412	388	344	378	402	340	324	300	293	282	304	280	296	319	378	368	388	312	280	355	316	276
	29	R-142	" Bible	29	200		334	543	572	449	572	486	481	467	434	416	322	347	365	333	386	494	400	478	375	372	427	454	399
	30	R-143	" Colors	30	082		152	267	254	252	235	254	246	212	195	195	216	191	159	179	168	265	228	237	180	200	174	237	168
	31	R-144	" Etiquette	31	154		190	296	265	250	273	307	256	214	259	211	209	195	184	185	254	263	242	253	217	208	233	230	208
	32	R-145	" Hunting	32	039		192	214	108	073	184	104	192	279	184	181	199	333	358	154	123	120	177	187	228	109	082	149	128
	33	R-146	" Fishing	33	081		214	266	205	179	212	185	239	288	210	246	230	302	300	239	197	227	244	262	265	166	164	160	156
	34	R-147	" Outdr Act(Other)	34	226		428	595	507	443	544	492	522	514	469	470	449	496	447	404	456	518	494	542	495	365	426	450	355
	35	R-148	" Photography	35	191		295	451	393	368	415	388	370	350	352	355	348	332	283	281	324	422	369	428	349	283	348	350	258
	36	R-149	" Games	36	199		314	458	454	416	443	451	411	358	362	336	327	295	239	304	397	426	396	411	360	297	355	361	315
	37	R-150	" Theater,ballet	37	268		350	602	599	560	548	508	451	446	447	452	377	386	335	354	450	601	537	530	402	390	520	507	408
	38	R-151	" Foods	38	142		144	372	391	382	320	346	286	256	242	279	263	230	148	241	267	353	283	302	234	261	292	328	265
	39	R-152	" Miscellaneous	39	258		391	602	580	526	588	538	533	478	450	476	440	410	365	365	456	561	513	546	436	416	471	500	427
	40	R-162	" Vocabulary II	40	290		401	713	647	589	669	595	530	570	529	524	489	494	445	446	507	671	629	656	518	443	632	561	451
	41	R-172	Vocab Tot. (I & II)	41	323		470	960	740	661	754	689	703	666	614	631	597	603	537	498	582	700	649	690	562	488	625	608	443
16	42	R-190	Info I Total	42	337		553	080	799	724	847	791	819	756	674	723	723	705	620	594	645	693	656	691	580	509	596	631	506
	43	R-192	Info II Total	43	329		501	800	764	677	771	690	680	660	615	625	559	578	524	507	596	790	739	760	633	577	655	687	590
	44	R-100	Info Total (I & II)	44	344		550	877	810	728	844	778	793	743	672	709	686	680	603	580	646	747	704	735	615	547	634	669	550
17	45	R-211	Memory for Sentences	45	095		149	213	164	132	181	174	183	179	187	155	131	183	194	163	154	170	198	198	154	110	141	129	104
18	46	R-212	Memory for Words	46	180		208	388	383	336	378	416	351	298	292	253	214	219	228	215	312	336	323	331	244	261	276	300	247
19	47	R-220	Disguised Words	47	264		328	554	532	509	474	494	438	406	412	369	335	352	305	303	411	507	425	457	341	345	420	447	316
20	48	R-231	English: Spelling	48	265		350	485	472	423	468	475	388	353	327	270	255	276	305	255	419	405	369	432	303	303	387	391	288
21	49	R-232	" Capitalization	49	209		354	399	362	302	398	356	350	321	331	267	263	326	300	240	341	342	319	360	289	219	294	296	207
22	50	R-233	" Punctuation	50	285		358	582	540	477	565	601	511	456	460	394	387	367	353	327	430	470	468	492	373	349	424	430	320
23	51	R-234	" Usage	51	241		342	538	499	420	495	409	459	427	419	381	355	386	370	300	388	439	429	467	352	308	388	409	290
24	52	R-235	" Eff. Exp.	52	268		322	476	446	341	458	434	394	380	434	343	297	336	327	301	392	408	403	413	325	276	367	355	266
25	53	R-230	" Total	53	321		445	636	591	513	612	603	540	496	504	424	401	432	421	364	505	530	509	554	425	374	474	481	351
26	54	R-240	Word Functions	54	249		266	537	518	465	506	618	480	446	425	379	362	314	320	293	404	426	427	454	326	374	392	397	326
27	55	R-250	Reading Comprehension	55	324		434	742	698	589	710	647	622	559	595	564	490	496	474	420	540	632	594	614	482	445	550	573	460
28	56	R-260	Creativity	56	224		320	575	516	485	481	565	495	467	446	478	497	476	386	376	360	507	454	466	431	362	410	416	337
29	57	R-270	Mechanical Reasoning	57	174		281	534	397	380	432	485	549	478	420	517	561	539	405	342	310	389	376	396	420	289	305	340	268
30	58	R-281	Vis. in 2 Dimens	58	157		204	312	258	251	274	316	312	252	276	255	262	290	228	201	252	274	228	237	256	205	209	217	175
31	59	R-282	Vis. in 3 Dimens	59	162		166	407	338	331	364	444	427	349	309	358	425	360	269	273	207	340	299	297	326	268	257	285	200
32	60	R-290	Abstract Reasoning	60	223		251	482	427	396	453	493	458	404	394	385	377	348	294	272	362	400	358	378	326	265	322	352	251
33	61	R-311	Math I	61	271		315	603	526	467	559	633	532	471	505	446	456	447	395	373	461	458	485	483	391	367	434	420	347
34	62	R-312	Math II	62	302		314	595	568	495	572	746	556	475	472	440	432	382	352	357	458	473	471	496	382	369	433	424	368
35	63	R-320	Math I & II	63	315		343	653	600	527	618	760	575	520	530	483	483	447	405	397	501	509	520	535	421	402	473	461	391
36	64	R-333	Math III	64	322		167	341	358	317	304	507	321	290	279	270	261	188	168	191	268	308	283	296	225	241	240	256	220
37	65	R-340	Math Total(I+II+III)	65	348		334	641	601	527	601	772	589	518	520	478	476	428	395	389	492	511	516	531	415	399	464	456	384
42	66	R-410	Arith Computation	66	219		394	372	349	316	403	417	297	253	331	196	204	239	274	252	433	314	311	355	281	245	283	273	226
43	67	R-420	Table Reading	67	152		130	134	156	155	115	146	094	066	109	066	069	072	046	085	153	138	109	129	104	106	085	129	089
44	68	R-430	Clerical Checking	68	135		110	066	109	125	063	085	018	-006	038	-020	-009	-015	-030	032	099	096	046	059	032	074	057	079	055
45	69	R-440	Object Inspection	69	112		113	118	138	160	108	112	109	084	094	088	078	100	037	078	113	159	092	127	117	097	071	125	079
46	70	A-410	Arith Computation	70	117		200	180	190	178	203	254	150	090	160	075	087	089	131	117	258	164	158	186	132	145	144	139	132
47	71	A-420	Table Reading	71	036		-075	-064	-028	003	-084	-006	-070	-091	-047	-058	-066	-069	-082	-038	-029	-037	-056	-054	-058	012	-054	-078	-011
48	72	A-430	Clerical Checking	72	077		032	-030	022	048	-027	005	-054	-083	-040	-079	-064	-078	-091	-018	015	016	-027	-025	-030	019	-011	-001	-005
49	73	A-440	Object Inspection	73	067		046	032	060	089	022	042	034	003	007	018	025	024	-013	029	047	085	018	061	059	052	008	055	035
38	74	F-410	Arith Computation	74	198		364	358	308	271	378	335	277	284	319	214	212	266	266	248	354	286	290	323	275	202	263	254	189
39	75	F-420	Table Reading	75	172		255	249	242	210	244	207	200	183	198	149	162	170	147	155	239	227	207	231	202	133	172	205	134
40	76	F-430	Clerical Checking	76	204		233	253	254	240	237	226	171	167	197	124	119	135	121	129	241	233	189	221	157	163	186	224	165
41	77	F-440	Object Inspection	77	134		155	178	180	197	166	156	160	141	152	131	117	155	083	113	151	198	142	166	152	126	113	166	102
50	78	A-500	Preferences	78	-019		112	-028	-027	-015	-038	-076	-052	-055	-058	-060	-046	-021	005	-020	018	004	-030	003	001	-003	-010	-022	024
51	79	R-601	SAI: Sociability	79	106		214	114	095	124	110	055	030	064	096	019	005	080	091	120	242	136	086	135	115	078	110	060	091
52	80	R-602	" Soc.Sensitivity	80	113		189	180	203	176	177	162	143	131	133	096	095	085	076	149	164	211	126	182	124	130	162	138	139
53	81	R-603	" Impulsiveness	81	048		089	045	072	046	032	027	011	023	013	027	028	022	015	040	064	063	056	049	026	036	045	030	090
54	82	R-604	" Vigor	82	092		192	188	166	156	186	139	131	147	148	101	073	134	158	146	286	174	140	191	168	101	157	123	131
55	83	R-605	" Calmness	83	105		222	245	219	211	223	225	202	189	194	179	191	176	187	214	218	233	182	231	187	154	200	154	175
56	84	R-606	" Tidiness	84	077		200	163	142	173	150	149	114	110	108	082	096	092	099	145	160	181	116	182	133	129	134	117	104
57	85	R-607	" Culture	85	081		175	140	164	193	148	160	112	099	093	075	091	072	098	135	140	176	176	153	120	144	137	097	106
58	86	R-608	" Leadership	86	021		055	064	092	112	064	102	040	018	034	040	-002	-025	016	062	145	103	060	059	029	063	100	054	094
59	87	R-609	" Self-Confidence	87	100		225	219	174	171	199	207	177	163	169	175	182	183	147	175	178	190	165	190	169	143	151	147	147
60	88	R-610	" Mature Personality	88	104		205	205	196	192	208	232	174	146	146	133	167	140	137	160	184	191	168	207	169	154	169	142	152
	89	F-701	Int Inv: Phys Sci	89	-070		-058	-225	-202	-215	-215	-345	-314	-240	-168	-273	-296	-156	-105	-146	-162	-192	-179	-179	-169	-151	-175	-156	-162
	90	F-702	" Biol Sci & Med	90	-063		-045	-149	-174	-185	-146	-214	-195	-190	-099	-161	-125	-032	-035	-113	-114	-164	-118	-152	-110	-110	-151	-121	-130
	91	F-703	" Pub Serv.	91	-027		-004	-025	-082	-066	-079	-068	-002	010	-012	023	056	094	051	-032	-091	-053	-052	-015	022	-063	-089	-040	-085
	92	F-704	" Lit-Ling.	92	-034		025	-072	-182	-167	-116	-139	-055	-059	-044	-039	038	119	042	-036	-104	-131	-089	-057	-007	-107	-141	-087	-133
	93	F-705	" Soc.Serv.	93	-009		042	068	-006	-024	017	-022	042	060	061	088	088	160	092	-001	-018	018	036	029	065	005	-022	037	-000
	94	F-706	" Artistic	94	-002		028	-026	-103	-113	-037	-065	-050	-061	003	-048	-015	036	030	-044	014	-109	-019	-035	-045	-090	-058	-056	-049
	95	F-707	" Musical	95	015		122	052	-019	-145	049	-020	040	033	067	009	036	136	121	033	091	-018	050	037	037	-008	001	039	003
	96	F-708	" Sports	96	-033		-104	-041	-054	-056	-089	-057	-032	-034	-065	-037	069	006	-068	-025	-320	-068	-054	-062	-051	-043	-085	-047	-105
	97	F-709	" Outdr Rec.	97	017		-089	016	049	067	013	072	008	-055	-020	-012	024	-066	-150	-026	-034	030	009	-010	-082	015	050	031	-007
	98	F-710	" Bus.-Mgmt.	98	-031		016	060	002	-003	013	007	083	070	041	089	121	113	070	-008	-056	008	010	029	035	-017	-031	033	-020
	99	F-711	" Sales	99	-016		038	074	007	005	034	019	078	090	057	114	117	146	079	009	-023	023	033	044	068	-003	-015	052	006
	100	F-712	" Computation	100	-030		021	010	-024	-049	-038	-132	-041	025	008	005	-006	062	040	-044	-074	-011	-021	-029	002	-028	-051	010	-022
	101	F-713	" Office Work	101	042		112	193	158	107	161	118	165	167	169	181	163	177	114	056	113	157	136	129	119	087	095	160	109
	102	F-714	" Mech-Tech	102	070		068	153	223	165	180	134	094	087	120	065	-053	-074	-002	030	131	179	128	129	013	090	139	172	132
	103	F-715	" Skilled Trades	103	077		133	256	248	206	241	208	214	187	200	202	161	118	101	093	152	229	192	195	129	122	160	220	138
	104	F-716	" Farming	104	061		051	127	162	140	110	151	116	038	067	102	093	-021	-141	010	072	148	089	086	024	076	114	126	064
	105	F-717	" Labor	105	094		190	290	279	247	278	254	245	238	226	221	198	160	111	154	194	280	230	246	175	160	205	252	173
	106	C-001	Composite: I.Q.Comp.	106	335		423	754	691	599	714	706	654	611	612	575	530	523	480	435	557	625	596	614	493	446	545	564	447
	107	C-002	" Gen.Acad.Apt.	107	364		460	783	720	628	735	786	678	620	618	571	542	534	494	456	584	641	617	648	512	468	569	577	456
	108	C-003	" Verbal	108	363		494	810	780	639	739	703	655	613	594	554	507	525	495	447	585	661	615	657	509	468	583	592	455
	109	C-004	" Quantitative	109	363		345	673	636	562	633	866	627	544	537	511	510	444	396	404	513	538	534	553	433	426	485	484	408
	110	C-005	" Technical	110	239		434	764	608	562	668	666	643	741	568	761	847	784	564	499	451	568	557	592	561	414	471	523	408
**	111	C-006	" Sci. Apt.	111	340		448	811	715	639	742	807	781	701	636	686	700	654	537	497	558	646	625	651	555	476	557	583	467

continued on next page

Table V-2a (continued)

26 Acct,Bus,Sales	27 Pract.Knowl.	28 Clerical	29 Bible	30 Colors	31 Etiquette	32 Hunting	33 Fishing	34 Outdr Act(Other)	35 Photography	36 Games	37 Theater,Ballet	38 Foods	39 Miscellaneous	40 Vocabulary II	41 Voc Tot (I&II)	42 Info I Total	43 Info II Total	44 Info Tot (I&II)	45 Mem. for Sent.	46 Mem. for Words	47 Disguised Words	48 Spelling	49 Capitalization	50 Punctuation	51 Usage	52 Eff. Exp.	53 Eng.Total	54 Word Functions	55 Reading Comp.	56 Creativity	57 Mech.Reasoning	Code
253	239	267	200	082	154	039	081	226	191	199	268	142	258	290	323	337	329	344	095	180	264	265	209	285	241	268	321	249	324	224	174	
340	462	281	334	152	190	192	214	428	295	314	350	144	391	401	470	553	501	550	149	208	328	350	354	158	342	322	445	266	434	320	281	R-101
562	527	412	543	267	296	214	266	595	451	458	602	372	602	713	960	880	800	877	213	388	554	485	399	582	538	476	636	537	742	575	534	R-102
539	474	388	572	254	265	108	205	507	393	454	599	391	580	647	740	799	764	810	164	383	532	472	362	540	499	446	591	518	698	516	397	R-103
487	432	344	449	252	250	073	179	443	368	416	560	382	526	589	661	724	677	728	132	336	509	423	302	477	420	391	513	465	589	485	380	R-104
549	512	378	572	235	273	184	212	544	415	443	548	320	588	669	754	847	771	844	181	378	474	468	398	565	495	458	612	506	710	481	432	R-105
506	408	402	486	254	307	104	185	492	388	451	508	346	538	595	689	791	690	778	174	416	494	475	356	601	489	434	603	618	647	505	485	R-106
466	420	340	481	246	256	192	239	522	370	411	451	286	533	590	703	819	680	793	183	351	438	388	350	511	459	394	540	480	622	475	549	R-107
438	412	324	467	212	214	279	288	514	350	358	446	256	478	570	666	756	660	743	179	298	406	353	321	456	427	380	496	446	599	467	478	R-108
449	432	300	434	195	259	184	210	469	352	362	447	242	450	529	614	674	615	672	187	292	412	327	331	460	419	434	504	425	595	446	420	R-109
432	382	293	416	195	211	181	246	470	355	336	452	279	476	524	631	723	625	709	155	253	369	270	267	394	381	343	424	379	564	478	517	R-110
407	364	282	322	216	209	199	230	449	348	327	377	263	440	489	597	723	559	666	131	214	335	255	263	387	355	297	401	362	490	497	561	R-111
405	420	304	347	191	195	333	302	496	339	295	386	230	410	494	603	705	578	680	183	219	352	276	320	367	386	336	432	314	496	476	539	R-112
352	340	280	365	159	184	358	300	447	283	239	335	148	365	445	537	620	524	603	194	228	305	305	300	353	370	327	421	320	474	386	405	R-113
364	360	296	333	179	185	154	239	404	261	304	354	241	365	446	498	594	507	580	163	215	303	255	240	327	300	301	364	293	420	376	342	R-114
424	424	319	386	168	254	123	197	456	324	397	450	267	456	507	582	645	596	646	154	312	411	419	341	430	388	392	505	404	540	360	310	R-115
522	508	378	494	260	263	120	227	518	422	426	601	353	561	671	700	693	790	747	170	336	507	405	342	470	439	408	530	426	632	507	389	R-131
523	485	368	480	228	242	177	244	494	369	396	537	283	513	629	649	656	739	704	198	323	425	369	319	468	429	403	509	427	594	454	376	R-132
504	521	388	478	237	253	187	262	542	428	411	530	302	546	656	690	691	760	735	198	331	457	432	360	492	467	413	554	454	614	466	396	R-133
405	459	312	375	180	217	228	265	495	349	360	402	234	436	518	562	580	633	615	154	244	341	303	289	373	352	325	425	326	482	431	420	R-134
371	322	280	372	200	208	109	166	365	283	297	390	261	416	443	488	509	577	547	110	261	345	303	219	349	308	276	374	374	445	362	289	R-135
479	415	355	427	194	233	082	164	426	348	355	520	292	471	632	625	596	655	634	141	276	420	387	294	424	388	367	474	392	550	410	305	R-136
457	434	316	454	237	230	149	160	450	350	361	507	328	500	561	608	631	687	669	129	300	447	391	296	430	409	355	481	397	573	416	340	R-137
392	332	276	399	168	208	128	156	355	258	315	408	285	422	451	493	506	590	550	104	247	318	288	207	320	290	266	351	326	460	337	268	R-138
	460	355	428	214	244	140	213	468	352	376	534	323	481	657	641	621	708	670	172	292	400	351	304	425	385	350	464	404	567	431	354	R-139
460		348	422	190	215	187	246	526	377	404	475	256	483	565	561	578	674	628	176	273	393	342	341	404	381	370	474	336	531	414	353	R-140
355	348		320	156	193	090	181	361	251	310	374	218	364	406	440	455	520	491	134	245	339	343	247	355	300	272	388	325	402	333	273	R-141
428	422	320		203	227	152	201	445	343	367	449	233	480	529	578	603	715	660	175	306	387	365	300	464	404	357	488	443	585	400	339	R-142
214	190	156	203		103	073	084	184	170	176	230	164	234	259	284	295	341	319	095	192	248	214	137	227	182	149	232	186	239	225	194	R-143
244	215	193	227	103		041	103	265	172	192	252	173	247	267	306	327	365	350	085	192	238	228	197	267	225	239	295	266	303	252	244	R-144
140	187	090	152	073	041		350	255	123	112	103	030	155	190	220	249	291	271	099	061	079	068	101	106	151	108	138	092	182	184	227	R-145
213	246	181	201	084	103	350		294	190	186	197	115	212	262	284	310	382	344	083	108	172	126	118	134	154	135	170	150	247	247	240	R-146
468	526	361	445	184	265	255	294		397	418	486	280	497	624	651	658	727	701	193	297	417	353	336	433	429	402	501	394	573	459	447	R-147
352	377	291	343	170	172	123	190	397		310	401	212	366	447	483	488	544	521	164	231	339	309	266	348	323	304	397	317	447	358	292	R-148
376	404	310	367	176	192	112	186	418	310		411	258	434	462	474	516	583	554	125	275	355	303	236	373	318	298	392	347	456	360	311	R-149
534	475	374	449	230	252	103	197	486	401	411		362	534	668	673	634	737	688	174	316	497	431	316	455	414	404	514	418	604	471	343	R-150
323	256	218	233	164	173	030	115	280	212	258	362		325	364	397	393	449	424	067	207	315	228	140	256	234	218	271	245	346	293	267	R-151
481	483	364	480	234	247	155	212	497	366	434	534	325		618	653	666	741	712	170	328	468	414	327	478	438	379	523	451	582	465	385	R-152
657	565	406	529	259	267	190	262	624	447	462	668	364	618		880	759	825	804	215	368	546	480	391	563	518	480	623	494	705	538	449	R-162
641	581	440	578	284	306	220	284	651	483	494	673	397	653	880		898	870	913	229	409	592	519	426	617	570	513	678	560	783	603	540	R-172
621	578	455	603	295	327	249	310	658	488	516	634	393	666	759	898		883	965	229	421	576	513	447	634	578	524	690	594	796	631	608	R-190
708	674	520	715	341	365	291	382	727	544	583	737	449	741	825	870	883		951	237	424	591	519	429	609	562	514	675	567	793	620	522	R-192
670	628	491	660	319	350	271	344	701	521	554	688	424	712	804	913	965	951		238	434	597	529	453	643	589	536	704	601	818	645	595	R-100
172	176	134	175	095	085	099	083	193	164	125	174	067	170	215	229	229	237	238		291	141	154	222	226	242	218	277	158	243	243	162	R-211
292	273	245	306	192	192	061	108	297	231	275	316	207	328	368	409	421	424	434	291		346	356	277	408	346	310	435	388	427	309	254	R-212
400	393	339	387	248	238	079	172	417	339	355	497	315	468	546	592	576	591	597	141	346		521	343	520	482	417	580	477	604	492	409	R-220
351	342	343	365	214	228	068	126	353	303	303	431	228	414	480	519	513	519	529	154	356	521		435	583	497	423	735	483	522	370	238	R-231
304	341	247	300	137	197	101	118	336	266	236	316	140	327	391	426	447	429	453	222	277	343	435		524	500	428	757	327	430	309	324	R-232
425	464	355	464	227	264	106	134	433	348	373	455	256	476	563	617	634	609	643	226	408	520	583	524		613	542	857	611	636	473	426	R-233
385	381	300	404	182	225	151	154	429	323	318	414	234	438	518	570	578	562	589	242	346	482	497	500	513		528	804	467	574	433	393	R-234
350	370	272	357	149	239	108	135	402	304	298	404	218	374	480	513	524	514	536	218	310	417	423	428	547	528		709	430	560	409	355	R-235
464	474	388	488	232	295	138	170	501	397	392	514	271	523	623	678	690	675	704	277	435	580	735	757	857	804	709		594	695	511	451	R-230
404	336	325	443	186	266	092	150	394	317	347	418	245	451	494	560	594	567	601	158	388	477	483	327	611	467	430	594		620	489	422	R-240
567	531	402	585	239	303	182	247	573	447	456	604	346	582	705	783	796	793	818	243	427	604	522	430	636	574	560	695	620		644	527	R-250
431	414	333	400	225	252	184	247	459	358	360	471	293	465	538	603	631	620	645	243	309	492	370	309	473	433	409	511	489	644		535	R-260
354	353	273	339	194	244	227	240	447	292	311	343	207	385	449	540	608	522	595	162	254	409	238	324	426	393	355	451	422	527	535		R-270
234	239	183	216	156	193	104	118	285	197	214	225	103	234	279	322	362	336	363	113	213	325	203	237	290	259	259	325	300	357	358	459	R-281
296	281	265	261	176	203	111	139	324	235	277	286	170	306	368	421	472	414	465	136	228	320	218	255	378	311	310	379	402	453	459	597	R-282
365	346	251	340	189	238	097	141	367	285	305	366	234	379	450	505	539	492	538	154	304	418	325	352	482	405	402	508	455	542	452	570	R-290
497	416	348	452	194	287	151	187	460	348	371	448	271	457	559	631	669	625	672	227	376	442	445	417	608	509	484	634	553	632	506	487	R-311
465	402	370	457	213	317	086	150	457	367	417	465	310	489	553	622	678	629	680	215	424	456	482	423	644	518	461	652	614	626	483	466	R-312
523	446	393	496	223	332	124	181	500	352	433	499	319	519	606	683	736	684	738	241	440	491	509	458	686	561	514	703	641	686	538	518	R-320
285	200	239	273	146	190	051	031	254	224	268	269	195	294	294	348	400	379	404	110	248	283	304	220	373	274	248	366	382	356	286	261	R-333
515	429	392	489	222	330	121	175	491	388	433	491	321	517	589	668	727	676	730	235	437	487	508	450	678	547	500	690	642	671	528	567	R-340
318	338	286	297	133	232	072	112	335	287	286	322	153	335	355	393	431	431	443	237	341	381	447	425	488	403	349	550	333	428	306	235	R-410
130	154	117	093	065	072	006	034	125	058	120	129	078	155	150	150	147	165	158	084	136	313	166	141	155	154	116	189	135	160	161	153	R-420
065	078	115	083	059	070	-055	000	053	044	082	093	061	095	066	071	063	098	077	048	103	315	178	071	102	076	039	119	096	093	078	054	R-430
107	151	162	080	084	084	020	045	120	088	099	125	102	142	130	132	140	161	151	084	120	258	100	137	127	112	120	155	149	164	183	251	R-440
161	151	170	169	068	135	025	068	171	150	167	166	071	190	167	188	218	227	228	143	229	266	271	265	291	221	160	320	237	217	156	116	A-410
-034	-083	009	-037	005	-001	-036	-017	-059	-041	-020	-026	013	-011	-055	-065	-070	-052	-066	001	037	144	-006	-058	-050	-050	-088	-064	-015	-066	-007	003	A-420
-011	-018	056	017	022	021	-077	-022	-027	-025	019	016	022	023	-028	-031	-038	-006	-028	015	038	226	084	-001	008	-016	-050	007	018	-017	004	-013	A-430
044	057	052	015	054	050	-009	016	047	022	048	057	067	080	046	040	044	067	053	040	063	204	034	049	035	025	014	043	078	058	111	160	A-440
297	340	236	253	124	194	081	092	313	262	239	298	153	288	349	381	402	391	410	192	246	262	361	332	399	357	348	461	319	398	204	223	F-410
213	295	152	166	085	100	044	064	232	176	184	204	093	225	261	272	273	280	283	114	149	283	237	253	264	262	248	324	201	287	228	207	F-420
207	259	197	195	114	149	019	052	211	179	187	225	120	216	247	270	261	287	278	101	203	373	310	200	265	249	222	315	227	300	210	179	F-430
146	205	127	120	098	101	053	063	165	133	129	163	114	173	186	194	203	217	214	104	148	262	139	187	188	179	193	229	189	228	218	289	F-440
-025	011	027	013	-036	022	-001	054	008	-010	-004	003	-001	016	-053	-040	-041	002	-027	015	022	058	-008	-002	-086	-052	-109	-063	-086	-080	-035	-076	A-500
137	174	119	110	044	081	048	063	182	120	142	127	081	135	142	134	122	176	144	048	098	158	138	115	089	067	070	126	075	117	085	011	R-601
164	160	152	198	040	085	018	045	158	158	141	172	097	172	170	198	199	229	215	036	115	200	180	116	152	112	097	170	163	195	153	067	R-602
074	049	060	080	006	029	025	062	052	038	083	057	072	055	041	047	048	088	064	-024	017	076	042	011	-014	008	-031	004	000	037	028	-005	R-603
156	192	152	173	050	096	081	127	222	147	187	146	081	178	208	210	209	238	225	081	125	188	179	123	141	125	114	176	113	197	142	087	R-604
221	211	201	240	045	114	062	088	246	210	179	210	131	214	243	262	280	297	294	064	128	217	178	125	167	141	118	188	177	254	216	156	R-605
141	168	167	166	044	085	-001	038	186	177	137	153	106	157	188	185	177	214	195	054	115	201	201	141	165	138	112	195	141	175	146	071	R-606
136	152	168	189	045	077	-001	029	145	155	145	148	094	151	163	160	172	206	189	041	109	171	160	110	138	109	066	153	132	153	136	050	R-607
080	058	126	118	013	039	003	048	073	057	094	062	064	097	082	076	076	113	092	-013	060	126	090	017	052	036	013	054	076	071	061	-010	R-608
171	204	151	196	069	102	067	074	226	200	204	172	111	194	196	226	247	258	258	079	127	194	149	119	155	148	120	179	140	224	170	133	R-609
218	189	190	236	040	098	036	080	208	182	179	182	114	203	215	224	242	269	258	055	136	207	220	112	189	138	112	199	204	220	188	101	R-610
-192	-126	-135	-180	-093	-086	-048	-081	-166	-116	-229	-140	-111	-191	-206	-234	-298	-246	-288	-084	-161	-141	-151	-086	-205	-137	-113	-181	-256	-227	-215	-237	F-701
-126	-097	-124	-160	-055	-050	014	-053	-116	-072	-149	-112	-105	-135	-152	-162	-188	-185	-193	-068	-124	-116	-115	-042	-133	-089	-076	-119	-170	-163	-143	-095	F-702
-093	-022	-031	-084	-027	-002	060	018	-006	-003	-072	-051	-054	-024	-053	-038	-028	-064	-042	-009	-066	-038	-055	001	-026	019	013	-018	-060	-057	-018	064	F-703
-101	-020	-071	-167	-031	-013	087	027	-013	-026	-089	-116	-086	-072	-105	-090	-084	-122	-100	-012	-139	-119	-128	004	-096	-049	-049	-082	-143	-137	-083	045	F-704
005	036	-001	-053	012	023	109	071	053	043	-017	010	020	-005	023	055	053	029	046	-008	-067	-007	-062	020	-023	024	014	-010	-060	012	010	090	F-705
-053	-026	-024	-083	-057	002	051	022	-005	-023	-037	-062	-052	-023	-072	-046	-048	-071	-057	006	-064	-060	-019	011	-034	-015	-011	-019	-072	-053	-093	-060	F-706
021	064	019	-040	-010	023	135	082	084	024	029	-011	-017	040	017	042	047	034	044	048	-016	-022	014	068	004	043	047	043	-038	011	-006	054	F-707
-049	-085	-059	-082	013	-040	-058	-082	-099	-050	-118	-062	-016	-070	-061	-052	-076	-104	-088	-046	-087	-071	-105	-071	-052	-033	-067	-085	-060	-099	-025	-020	F-708
034	-028	014	-016	011	017	-228	-235	-087	-003	-018	032	065	005	016	015	-003	-029	-012	-052	011	007	029	-011	037	011	009	015	049	-024	-022	-071	F-709
-031	014	-002	-010	008	013	058	050	036	021	-012	-001	-020	038	008	044	055	012	041	003	-036	011	-029	027	005	055	034	020	-012	014	021	080	F-710
-016	041	026	026	027	008	056	031	059	047	-007	016	-026	041	029	062	073	039	063	003	-013	026	-021	034	003	043	025	020	-006	040	052	096	F-711
-064	-011	-064	-025	002	-049	074	037	013	-006	-071	-000	-015	-034	-028	-004	-031	-025	-030	-032	-076	-012	-070	-018	-097	-013	-018	-061	-117	-032	-035	-003	F-712
117	136	043	086	051	066	089	059	170	103	086	140	086	137	155	193	197	177	195	026	034	103	045	090	083	128	125	118	060	161	120	124	F-713
117	103	106	149	029	077	-104	-029	087	093	090	150	128	140	157	166	129	165	145	028	106	155	132	110	153	134	149	171	146	167	060	-023	F-714
159	162	136	157	057	104	-002	030	177	161	142	185	124	208	213	258	255	240	257	055	118	183	143	143	191	188	180	216	178	225	147	100	F-715
-098	-086	-094	-074	-048	-048	-173	-101	047	088	102	122	122	132	103	127	112	112	115	-012	077	121	088	067	107	099	072	111	120	093	045	-010	F-716
222	238	176	190	091	116	001	029	229	206	192	222	148	249	270	304	305	303	313	080	139	214	169	170	232	213	206	255	208	261	197	149	F-717
584	536	411	577	252	330	179	242	579	449	466	595	351	588	710	793	821	794	835	253	449	608	532	475	689	604	587	740	653	938	659	616	C-001
592	550	452	590	272	353	171	233	601	471	491	617	363	622	741	824	855	821	867	285	490	637	658	609	714	724	663	893	701	881	673	586	C-002
580	557	447	585	277	326	170	227	600	465	477	632	359	629	768	854	847	822	862	274	468	641	711	679	430	775	687	949	638	799	576	516	C-003
533	441	414	509	244	339	117	184	509	406	460	517	342	544	614	700	772	708	771	227	452	511	524	442	688	555	502	698	665	693	544	521	C-004
517	487	376	485	262	279	292	318	600	425	424	503	314	562	643	773	898	746	870	205	329	481	367	386	530	499	436	571	560	681	618	765	C-005
604	546	443	580	282	348	224	283	627	475	497	602	373	628	731	840	919	835	915	259	450	599	522	478	698	611	566	738	669	866	722	718	C-006

Table V-2a (continued)

Var*	Var	Code	Description		Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reasoning 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Compt. 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Compt. 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Compt. 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83
	1		Grade	1	157	162	223	271	302	315	322	348	219	152	135	112	117	036	077	067	198	172	204	134	-019	106	113	048	092	105
	2		Sex (1=M, 2=F)	2																										
1	3	R-101	Info I: Screening	3	204	166	251	315	314	343	167	334	394	130	110	113	200	-075	032	046	364	255	233	155	112	214	189	089	192	222
2	4	R-102	" Vocab I	4	312	407	482	603	595	653	341	641	372	134	066	118	180	-064	-030	032	358	249	253	178	-028	114	180	045	188	245
3	5	R-103	" Literature	5	258	338	427	526	568	600	358	601	349	156	109	138	190	-028	022	060	308	242	254	180	-027	095	203	072	166	219
4	6	R-104	" Music	6	251	331	396	467	495	527	317	527	316	155	125	160	178	003	048	089	271	210	240	197	-015	124	176	046	156	211
5	7	R-105	" Soc.Studies	7	274	364	453	559	572	618	304	601	403	115	063	108	203	-084	-027	022	378	244	237	166	-038	110	177	032	186	223
6	8	R-106	" Math	8	316	444	493	633	746	760	507	772	417	146	085	112	254	-006	005	042	335	207	226	156	-076	055	162	027	139	225
7	9	R-107	" Phys. Sci	9	312	427	458	532	556	595	321	589	297	094	018	109	150	-070	-054	034	277	200	171	160	-052	030	143	011	131	202
8	10	R-108	" Bio. Sci	10	252	349	404	479	475	520	290	518	253	066	-006	084	090	-091	-083	003	284	183	167	141	-055	064	131	023	147	189
9	11	R-109	" Sci Attitude	11	276	309	394	505	472	530	279	520	331	109	038	094	160	-047	-040	007	319	198	197	152	-058	096	133	013	148	194
10	12	R-110	" Aero & Space	12	255	358	385	446	440	483	270	478	196	066	-020	088	075	-058	-079	018	214	149	124	131	-060	019	096	027	101	179
11	13	R-111	" Elec & Electron	13	262	425	377	456	432	483	261	476	204	069	-009	078	087	-066	-064	025	212	162	119	117	-046	005	095	028	073	191
12	14	R-112	" Mechanical	14	290	360	348	447	382	447	188	428	239	072	-015	100	089	-069	-078	024	266	170	135	155	-021	080	085	022	134	176
13	15	R-113	" Farming	15	228	269	294	395	352	405	168	395	274	046	-030	037	131	-082	-091	-013	266	147	121	083	005	091	096	015	158	187
14	16	R-114	" Home Ec	16	201	273	272	373	357	397	191	389	252	085	032	078	117	-038	-018	029	248	155	129	113	-020	120	149	040	146	214
15	17	R-115	" Sports	17	252	207	362	461	458	501	268	432	433	153	099	113	258	-029	015	047	354	239	241	151	018	242	164	064	286	218
	18	R-131	Info II:Art	18	274	340	400	458	473	509	308	511	314	138	096	159	164	-037	016	085	286	227	233	198	004	136	211	063	174	233
	19	R-132	" Law	19	228	299	358	485	471	520	283	516	311	109	046	092	158	-056	-027	018	290	207	189	142	-030	086	126	056	140	182
	20	R-133	" Health	20	237	297	376	483	496	535	296	531	355	129	059	127	186	-054	-025	061	323	231	221	166	003	135	182	049	191	231
	21	R-134	" Engineering	21	256	326	326	391	382	421	225	415	281	104	032	117	132	-058	-030	059	275	202	157	152	001	115	124	026	168	187
	22	R-135	" Architecture	22	205	268	265	367	369	402	241	399	245	106	074	099	145	012	019	052	202	133	163	126	-003	078	130	036	101	154
	23	R-136	" Journalism	23	209	257	322	434	433	473	240	464	283	085	057	071	144	-054	-011	008	263	172	186	113	-010	110	162	045	157	200
	24	R-137	" Foreign Travel	24	217	285	352	420	424	461	256	456	273	129	079	125	139	-028	-001	055	254	205	224	166	-022	060	138	030	123	154
	25	R-138	" Military	25	175	200	251	347	368	391	220	384	226	089	055	079	132	-011	-005	035	189	134	165	102	024	091	139	090	131	175
	26	R-139	" Acct,Bus,Sales	26	234	296	365	497	465	523	285	515	318	130	065	107	161	-034	-011	044	297	213	207	146	-025	137	164	074	156	221
	27	R-140	" Fract.Knowl.	27	239	281	346	416	402	446	200	429	338	154	078	151	151	-083	-018	057	340	295	259	205	011	174	160	049	192	211
	28	R-141	" Clerical	28	163	205	251	348	370	393	239	392	286	117	115	102	170	009	056	052	236	152	197	127	027	119	152	060	152	201
	29	R-142	" Bible	29	216	261	340	452	457	496	273	489	297	093	083	080	169	-037	017	015	253	166	195	120	013	110	198	080	173	240
	30	R-143	" Colors	30	156	176	189	194	213	223	146	222	133	065	059	084	068	005	022	054	124	085	114	098	-036	044	048	006	050	045
	31	R-144	" Etiquette	31	193	203	238	287	317	332	190	330	232	072	070	084	135	-001	021	050	194	100	149	101	022	081	085	029	096	114
	32	R-145	" Hunting	32	104	111	097	151	086	124	051	121	072	006	-055	020	025	-036	-077	-009	081	044	019	053	-001	048	018	025	081	062
	33	R-146	" Fishing	33	118	139	141	187	150	181	091	175	112	034	000	045	068	-017	-022	016	092	064	052	063	054	063	045	062	127	088
	34	R-147	" Outdr Act(Other)	34	285	324	367	460	457	500	254	491	335	125	053	120	171	-059	-027	047	313	232	211	165	008	182	158	052	222	246
	35	R-148	" Photography	35	197	235	285	348	367	392	224	388	287	098	044	088	150	-041	-025	022	262	176	179	133	-010	120	158	038	147	210
	36	R-149	" Games	36	214	277	305	371	417	433	268	433	286	120	082	093	167	-020	019	048	239	184	187	129	-004	142	141	083	187	179
	37	R-150	" Theater,ballet	37	225	286	366	448	465	499	269	491	322	129	093	125	166	-026	016	057	298	204	225	163	003	127	172	057	146	210
	38	R-151	" Foods	38	103	170	234	271	310	319	195	321	153	078	061	102	071	013	022	067	153	093	120	114	-001	081	097	072	081	131
	39	R-152	" Miscellaneous	39	239	306	379	459	489	519	299	517	335	155	095	142	190	-011	023	080	288	225	216	173	016	135	172	055	178	214
	40	R-162	" Vocabulary II	40	279	368	450	559	553	606	294	589	355	150	066	130	167	-055	-028	046	349	261	247	186	-053	142	190	041	208	243
	41	R-172	Vocab Tot. (I & II)	41	322	421	505	631	622	683	348	668	393	150	071	132	188	-065	-031	040	381	272	270	194	-040	134	198	047	210	262
16	42	R-190	Info I Total	42	362	472	539	669	678	736	400	727	431	147	063	140	218	-070	-038	044	402	273	261	203	-041	122	199	048	209	280
	43	R-192	Info II Total	43	336	414	492	625	629	684	379	676	431	165	098	161	227	-052	-006	067	391	280	287	217	002	176	229	088	238	297
	44	R-100	Info Total (I & II)	44	363	465	538	672	680	738	404	730	443	158	077	151	228	-066	-028	053	410	283	278	214	-027	144	215	064	225	294
17	45	R-211	Memory for Sentences	45	113	136	154	227	215	241	110	235	237	084	048	084	143	001	015	040	192	114	101	104	015	048	036	-024	081	064
18	46	R-212	Memory for Words	46	213	228	304	376	424	440	248	437	341	136	103	120	229	037	038	063	246	149	203	148	022	098	115	017	125	128
19	47	R-220	Disguised Words	47	325	320	418	442	456	491	283	487	381	313	315	258	266	144	226	204	262	283	373	262	058	158	200	076	188	217
20	48	R-231	English:Spelling	48	263	218	325	445	482	509	304	508	447	166	178	100	271	-008	084	034	361	237	310	139	-008	138	180	042	179	178
21	49	R-232	" Capitalization	49	237	255	352	417	423	458	220	450	425	141	071	137	265	-058	-001	049	332	253	200	187	-002	115	116	011	123	125
22	50	R-233	" Punctuation	50	298	378	482	608	644	686	373	678	488	155	102	127	291	-050	008	035	399	264	265	188	-086	089	152	-014	141	167
23	51	R-234	" Usage	51	259	311	405	509	518	561	274	547	403	154	076	112	221	-050	-016	025	357	262	249	179	-052	067	112	008	125	141
24	52	R-235	" Eff. Exp.	52	259	310	402	484	461	514	248	500	349	116	039	120	160	-088	-050	014	348	248	222	193	-109	070	097	-031	114	118
25	53	R-230	" Total	53	325	379	508	634	652	703	366	690	550	189	119	155	320	-064	007	043	461	324	315	229	-063	126	170	004	176	188
26	54	R-240	Word Functions	54	300	402	455	553	614	641	382	642	393	135	096	149	237	-015	018	078	319	201	227	189	-086	075	163	000	113	179
27	55	R-250	Reading Comprehension	55	357	453	542	632	626	686	356	671	428	160	093	164	217	-066	-017	058	398	287	300	228	-080	117	195	037	197	254
28	56	R-260	Creativity	56	358	459	452	506	483	538	286	528	306	161	078	183	156	-007	004	111	284	228	210	218	-035	085	153	028	142	216
29	57	R-270	Mechanical Reasoning	57	459	597	570	487	466	518	261	507	235	153	054	251	116	003	-013	160	223	207	179	289	-076	011	067	-005	087	156
30	58	R-281	Vis. in 2 Dimens	58		460	411	317	328	352	165	342	272	218	201	301	179	069	141	236	202	228	244	311	012	066	069	009	095	141
31	59	R-282	Vis. in 3 Dimens	59	460		538	428	439	474	235	464	227	149	074	264	094	-016	005	170	232	220	194	302	-098	-020	040	-035	043	119
32	60	R-290	Abstract Reasoning	60	411	538		471	504	544	270	529	314	179	098	251	135	-047	010	131	322	293	251	314	-120	029	085	-014	093	131
33	61	R-311	Math I	61	317	428	491		675	890	380	854	464	135	055	095	268	-041	-026	009	391	227	213	159	-095	085	127	007	149	180
34	62	R-312	Math II	62	328	439	504	675		937	479	918	510	149	085	114	316	-036	000	028	402	241	238	173	-078	093	147	001	146	200
35	63	R-320	Math I & II	63	352	474	544	890	937		476	971	534	156	078	115	322	-042	-012	021	433	256	248	182	-093	098	151	004	161	209
36	64	R-333	Math III	64	165	235	270	380	479	476		646	286	102	112	090	209	034	070	064	183	105	153	101	-040	033	113	033	075	136
37	65	R-340	Math Total(I+II+III)	65	342	464	529	854	918	971	646		526	157	095	123	326	-028	007	037	414	244	250	182	-089	091	157	012	156	212
42	66	R-410	Arith Computation	66	272	227	314	464	510	534	286	526		307	281	220	773	126	203	168	593	293	331	227	140	216	180	064	219	206
43	67	R-420	Table Reading	67	218	149	179	135	149	156	102	157	307		485	451	303	685	432	446	099	072	385	378	213	123	104	057	138	142
44	68	R-430	Clerical Checking	68	201	074	098	055	085	078	112	095	281	485		448	339	424	944	482	012	232	675	334	254	149	109	085	129	139
45	69	R-440	Object Inspection	69	301	264	251	095	114	115	090	123	220	451	448		212	272	400	885	078	341	354	916	143	106	079	061	123	112
46	70	A-410	Arith Computation	70	179	099	135	268	316	322	207	326	773	303	339	212		333	343	262	-052	077	183	132	223	166	139	103	144	155
47	71	A-420	Table Reading	71	069	-016	-047	-041	-036	-042	034	-028	126	685	424	272	333		471	429	-224	-079	130	090	278	078	049	092	047	076
48	72	A-430	Clerical Checking	72	141	005	010	-026	000	-012	070	007	203	432	944	400	343	471		486	-114	113	393	248	288	122	084	102	095	112
49	73	A-440	Object Inspection	73	236	170	131	009	028	021	064	037	168	446	482	885	262	429	486		-066	175	259	656	222	103	073	098	106	097
38	74	F-410	Arith Computation	74	202	232	322	391	402	433	183	414	593	099	012	078	-052	-224	-114	-066		364	289	193	-064	127	104	-030	160	127
39	75	F-420	Table Reading	75	228	220	293	227	241	256	105	244	293	672	232	341	077	-079	113	175	364		394	427	009	089	092	-016	140	117
40	76	F-430	Clerical Checking	76	244	194	251	213	238	248	153	250	331	385	675	354	183	130	393	259	289	394		378	062	138	114	006	145	138
41	77	F-440	Object Inspection	77	311	302	314	159	173	182	101	182	227	378	334	916	132	090	248	656	193	427	378		047	080	068	006	113	097
50	78	A-500	Preferences	78	012	-098	-120	-095	-078	-093	-040	-089	140	213	254	143	223	278	288	222	-064	009	062	047		169	115	249	115	146
51	79	R-601	SAI: Sociability	79	066	-020	029	085	093	098	033	031	216	123	149	106	166	078	122	103	127	089	138	080	169		513	293	525	455
52	80	R-602	" Soc.Sensitivity	80	069	040	085	127	147	151	113	157	180	104	109	079	139	049	084	073	104	072	114	068	115	513		273	487	579
53	81	R-603	" Impulsiveness	81	009	-035	-014	007	001	004	033	012	064	057	085	061	103	092	102	098	-030	-016	006	006	249	293	273		265	200
54	82	R-604	" Vigor	82	095	043	093	149	146	161	075	156	219	138	129	123	144	047	095	106	160	140	145	113	115	525	487	265		477
55	83	R-605	" Calmness	83	141	119	131	180	200	209	136	212	206	142	139	112	155	076	112	097	127	117	138	097	146	455	579	200	477	
56	84	R-606	" Tidiness	84	098	056	097	140	155	162	084	158	232	126	173	129	179	051	136	111	137	120	176	120	141	433	544	192	451	536
57	85	R-607	" Culture	85	083	032	081	100	152	142	122	149	191	120	152	095	149	065	127	094	110	099	136	078	152	453	585	225	457	510
58	86	R-608	" Leadership	86	008	-014	007	043	080	070	073	079	108	111	154	076	136	118	151	091	-006	030	087	038	183	366	437	311	412	381
59	87	R-609	" Self-Confidence	87	111	090	112	151	184	186	090	178	181	113	096	085	126	029	057	065	123	124	139	083	086	357	296	123	284	430
60	88	R-610	" Mature Personality	88	090	090	108	180	208	214	135	215	262	133	160	111	201	065	129	104	156	116	156	090	148	450	613	262	545	601
	89	F-701	Int Inv: Phys Sci	89	-127	-229	-219	-243	-301	-301	-211	-307	-156	-078	-067	-063	-115	-020	-044	-046	-099	-087	-086	-064	-012	-093	-159	-027	-158	-182
	90	F-702	" Biol Sci & Med	90	-047	-079	-106	-113	-180	-165	-154	-175	-090	-067	-087	-061	-072	-014	-072	-056	-050	-078	-080	-050	-042	-133	-205	-066	-167	-182
	91	F-703	" Pub Serv.	91	037	014	001	-030	-060	-051	-046	-050	-062	-050	-094	-017	-067	-033	-091	-024	-011	-035	-056	000	-069	-173	-168	-056	-097	-112
	92	F-704	" Lit-Ling.	92	036	003	-048	-056	-106	-092	-108	-102	-036	-043	-081	-004	-047	-042	-073	-013	006	-015	-060	011	-026	-107	-189	-075	-089	-109
	93	F-705	" Soc.Serv.	93	050	046	020	019	-021	-004	-034	-009	-038	-047	-085	-013	-065	-050	-097	-034	024	-014	-016	010	-065	-143	-200	-024	-095	-114
	94	F-706	" Artistic	94	-035	-132	-091	-010	-036	-027	-038	-031	042	-029	-036	-072	012	-021	-035	-071	052	-019	-020	-056	-028	-048	-140	-040	-029	-085
	95	F-707	" Musical	95	038	-014	019	061	012	036	-027	024	099	001	-019	-027	032	-041	-030	-031	116	044	014	-008	004	009	-098	-029	031	-029
	96	F-708	" Sports	96	-061	021	-070	-056	-067	-068	-036	-066	-168	-091	-112	-074	-136	-033	-093	-063	-091	-090	-103	-065	-110	-273	-147	-090	-307	-164
	97	F-709	" Outdr Rec.	97	-046	-003	-032	017	051	039	052	048	-017	-022	-006	-053	-014	-003	-006	-040	-009	-028	-003	-051	-071	-109	-048	-063	-158	-060
	98	F-710	" Bus.-Mgmt.	98	041	048	012	006	021	016	008	018	-030	-051	-083	-017	-038	-047	-087	-031	003	-022	-034	-000	-063	-200	-163	-076	-102	-100
	99	F-711	" Sales	99	067	064	022	031	022	028	017	029	-016	-033	-068	002	-028	-037	-078	-017	012	-008	-014	021	-050	-128	-100	-063	-043	-038
	100	F-712	" Computation	100	-031	-069	-064	-112	-139	-139	-078	-134	-142	-090	-090	-044	-123	-067	-087	-053	-365	-055	-055	-026	-056	-124	-151	-024	-099	-128
	101	F-713	" Office Work	101	080	064	085	098	109	114	048	113	057	-016	-029	022	-008	-063	-066	-016	101	042	066	054	-044	-029	-032	-017	014	007
	102	F-714	" Mech-Tech	102	022	-023	067	091	155	139	097	144	102	040	053	058	046	-019	015	025	102	075	117	076	-036	-005	044	004	-001	021
	103	F-715	" Skilled Trades	103	079	080	126	161	210	206	126	208	136	035	011	056	064	-042	-033	015	134	091	105	084	-052	-005	037	-024	025	055
	104	F-716	" Farming	104	008	025	038	087	129	121	088	126	076	054	082	047	054	020	057	042	051	053	100	043	001	015	032	007	-044	026
	105	F-717	" Labor	105	111	125	168	199	246	246	140	244	179	071	060	104	074	-035	005	053	190	133	159	133	-055	054	092	-028	074	110
	106	C-001	Composite: I.Q.Comp.	106	421	545	748	791	707	811	396	789	475	185	100	178	243	-065	-015	075	440	320	312	272	-109	103	178	021	187	242
	107	C-002	" Gen.Acad.Apt.	107	402	511	633	801	828	891	458	872	559	195	111	174	315	-060	-006	056	481	329	324	249	-088	124	195	018	199	249
	108	C-003	" Verbal	108	349	426	550	685	703	758	402	746	532	194	118	164	296	-064	001	051	463	332	327	237	-057	137	204	029	204	236
	109	C-004	" Quantitative	109	349	477	544	817	929	961	655	980	524	163	098	125	325	-022	009	039	413	246	255	182	-089	087	166	016	158	224
	110	C-005	" Technical	110	392	540	538	596	574	637	331	626	298	113	009	156	130	-069	-072	063	306	226	188	213	-065	041	127	020	137	227
**	111	C-006	" Sci. Apt.	111	437	583	681	801	790	867	486	859	469	173	077	185	248	-057	-029	073	425	296	281	254	-094	087	176	022	180	259

continued on next page

Table V-2a (continued)

Tidiness 84	Culture 85	Leadership 86	Self-Confidence 87	Mature Personality 88	Phys Sciences 89	Biol Sci & Med 90	Public Service 91	Lit-Ling. 92	Soc. Serv. 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus.-Mgmt 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q. Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci. Apt. 111	MEAN	S.D.	Code
077	081	021	100	104	-070	-063	-027	-034	-009	-002	015	-033	017	-031	-016	-030	042	070	077	061	094	335	364	363	363	239	340	10.4032	.5437	
																												1.0000	.0000	
200	175	055	225	205	-058	-045	-004	025	042	028	122	-104	-089	016	038	021	112	068	133	051	190	423	460	494	345	434	448	11.2321	1.4422	R-101
163	140	064	219	205	-225	-149	-025	-072	068	-026	052	-041	016	060	074	010	193	153	256	127	290	754	783	810	673	764	811	12.2019	3.9933	R-102
142	164	092	174	196	-202	-174	-082	-182	-006	-103	-019	-054	049	002	007	-024	158	223	248	162	279	691	720	780	636	608	715	11.4975	4.4382	R-103
173	193	112	171	192	-215	-185	-066	-167	-024	-113	-145	-056	067	-003	005	-049	107	165	206	140	247	599	628	639	562	562	639	5.5597	2.8860	R-104
150	148	064	199	208	-215	-146	-079	-116	017	-037	049	-089	013	013	034	-038	161	180	241	110	278	714	735	739	633	668	742	14.3184	5.3489	R-105
149	160	102	207	232	-345	-214	-068	-139	-022	-065	-020	-057	072	007	019	-132	118	134	208	151	254	706	786	703	866	666	807	8.4738	4.7099	R-106
114	112	040	177	174	-314	-195	-002	-055	042	-050	040	-032	008	083	078	-041	165	094	214	116	245	654	678	655	627	843	781	9.1236	3.9167	R-107
110	099	018	163	146	-240	-190	010	-059	060	-061	033	-034	-055	070	090	025	167	087	187	038	238	611	620	613	544	741	701	6.1216	2.4423	R-108
108	093	034	169	146	-168	-099	-012	-044	061	003	067	-065	-020	041	057	008	169	120	200	067	226	612	618	594	537	568	636	5.6110	1.9808	R-109
082	075	040	175	133	-273	-161	023	-039	088	-048	009	-037	-012	089	114	005	181	065	202	102	221	575	571	554	511	761	686	4.5849	2.3664	R-110
096	091	-002	182	167	-296	-125	056	038	088	-015	036	069	024	121	117	-006	163	-053	161	093	198	530	542	507	510	847	700	8.6430	4.1394	R-111
092	072	-025	183	140	-156	-032	094	119	160	036	138	006	-068	113	146	062	177	-074	118	-021	160	523	534	525	444	784	654	11.3857	3.4517	R-112
099	098	016	147	137	-105	-035	051	042	092	030	121	-068	-150	070	079	040	114	-002	101	-141	111	480	494	495	396	564	537	7.5280	2.4500	R-113
145	135	062	175	160	-146	-113	-032	-036	-001	-044	033	-025	-026	-008	009	-044	056	030	093	010	154	435	456	447	404	499	497	7.8903	2.8599	R-114
160	140	145	178	184	-162	-114	-091	-104	-018	014	091	-320	-034	-056	-023	-074	113	131	152	072	194	557	584	585	513	451	558	7.6193	3.0512	R-115
181	176	103	190	191	-192	-164	-053	-131	018	-109	-018	-068	030	008	023	-011	157	179	229	148	280	625	641	661	538	568	646	5.7607	2.5159	R-131
116	126	060	165	168	-179	-118	-052	-089	036	-019	050	-054	009	010	033	-021	136	128	192	089	230	596	617	615	534	557	625	4.5028	1.8323	R-132
182	153	059	190	207	-179	-152	-015	-057	029	-035	037	-062	-010	029	044	-029	129	129	195	086	246	614	648	657	553	592	651	5.3282	2.1119	R-133
133	120	029	169	169	-169	-110	022	-007	065	-045	037	-051	-082	035	068	002	119	013	129	024	175	493	512	509	433	561	555	3.0210	1.2757	R-134
129	144	063	143	154	-151	-110	-063	-107	005	-090	-008	-043	015	-017	-003	-028	087	090	122	076	160	446	468	468	426	414	476	2.4782	1.3310	R-135
134	137	100	151	169	-175	-151	-089	-141	-022	-058	001	-085	050	-031	-015	-051	095	139	160	114	205	545	569	583	485	471	557	1.5577	.9784	R-136
117	097	054	147	142	-156	-121	-040	-087	037	-056	039	-047	031	033	052	010	160	172	220	126	252	564	577	592	484	523	583	2.6048	1.3219	R-137
104	106	094	149	152	-162	-130	-085	-133	-000	-049	003	-105	-007	-020	006	-022	100	132	138	064	173	447	456	455	408	408	467	2.3335	1.4502	R-138
141	136	080	171	218	-192	-126	-093	-101	005	-053	021	-049	034	-031	-016	-064	117	117	159	098	222	584	592	580	533	517	604	4.2049	1.8735	R-139
188	152	058	204	189	-126	-097	-022	-020	036	-026	064	-085	-028	014	041	-011	136	103	162	086	238	536	550	557	441	487	546	2.8761	1.0336	R-140
167	168	126	151	190	-135	-124	-031	-071	-001	-024	019	-059	014	-002	026	-064	043	106	136	094	176	411	452	447	414	376	443	1.3851	.8424	R-141
166	189	118	196	236	-180	-160	-084	-167	-053	-083	-040	-082	-016	-010	026	-025	086	149	157	074	190	577	590	585	509	485	580	6.6371	3.2824	R-142
044	045	013	069	040	-093	-055	-027	-031	012	-057	-010	013	011	008	027	002	051	029	057	048	091	252	272	277	244	262	282	1.0783	.8568	R-143
085	077	039	102	098	-086	-050	-002	-013	023	002	023	-040	017	013	008	-049	066	077	104	048	116	330	353	326	339	279	348	.8200	.6948	R-144
-001	-001	003	067	036	-048	014	060	087	109	051	135	-058	-228	058	056	074	089	-104	-002	-173	001	179	171	170	117	292	224	2.0907	1.2187	R-145
038	029	048	074	080	-081	-053	018	027	071	022	082	-082	-235	050	031	037	059	-029	030	-101	029	242	233	227	184	318	283	1.6454	1.2250	R-146
186	145	073	226	208	-166	-116	-006	-013	053	-005	084	-099	-087	036	059	013	170	087	177	047	229	579	601	600	509	600	627	4.7275	1.9435	R-147
177	155	057	200	182	-116	-072	-003	-028	043	-023	024	-050	-003	021	047	-006	103	093	161	088	206	449	471	465	406	425	475	1.1930	.7560	R-148
137	145	094	204	179	-229	-149	-072	-089	-017	-037	029	-118	-018	-012	-007	-071	086	090	142	102	192	466	491	477	460	424	497	2.4136	1.2243	R-149
153	148	062	172	182	-140	-112	-051	-116	010	-062	-011	-062	032	-001	016	-000	140	150	185	122	222	595	617	632	517	503	602	3.6451	1.6907	R-150
106	094	064	111	114	-111	-105	-054	-086	020	-052	-017	-016	065	-020	-026	-015	086	128	124	122	148	351	363	359	342	314	373	1.0913	.9631	R-151
157	151	097	194	203	-191	-135	-024	-072	-005	-023	040	-070	005	038	041	-034	137	140	208	132	249	588	622	629	544	562	628	4.6715	1.8627	R-152
188	163	082	196	215	-206	-152	-053	-105	023	-072	017	-061	010	008	029	-028	155	157	213	103	270	710	741	768	614	643	731	5.4062	2.3407	R-162
185	160	076	226	224	-234	-162	-038	-090	055	-046	042	-052	015	044	062	-004	193	166	258	127	304	793	824	854	700	773	840	17.6081	5.8955	R-172
177	172	076	247	242	-298	-188	-028	-084	053	-048	047	-076	-003	055	073	-031	197	129	255	112	305	821	855	847	772	898	919	131.7910	36.9189	R-190
214	206	113	258	268	-246	-185	-064	-122	029	-071	034	-104	-029	012	039	-025	177	165	240	112	303	794	821	822	708	746	835	66.0400	20.6570	R-192
175	189	092	258	258	-288	-193	-042	-100	046	-057	044	-088	-012	041	063	-030	195	145	257	115	313	835	867	862	771	870	915	197.8100	56.0050	R-100
054	041	-013	079	055	-084	-068	-009	-012	-008	006	048	-046	-052	003	003	-032	026	028	055	-012	080	253	285	274	227	205	259	8.7533	3.0774	R-211
115	109	060	127	136	-161	-124	-066	-139	-067	-064	-016	-087	011	-036	-013	-076	034	106	118	077	139	449	490	468	452	329	450	10.4183	4.9862	R-212
201	171	126	194	207	-141	-116	-038	-119	-007	-060	-022	-071	007	011	026	-012	103	155	183	121	214	608	637	641	511	481	599	13.6303	6.6701	R-220
201	160	090	149	220	-151	-115	-055	-128	-062	-019	014	-105	029	-029	-021	-070	045	132	143	088	169	532	658	711	524	367	522	8.1705	3.0513	R-231
141	110	017	119	112	-086	-042	001	004	020	011	068	-071	-011	027	034	-018	090	110	149	067	170	475	609	679	442	386	478	28.2342	4.8941	R-232
165	138	052	155	189	-205	-133	-026	-096	-023	-034	004	-052	037	005	003	-097	083	153	191	107	232	689	814	830	688	530	698	16.1746	4.5566	R-233
138	109	036	148	138	-137	-089	019	-049	024	-015	043	-033	011	055	043	-013	128	134	188	099	213	604	724	775	555	499	611	15.6508	3.5685	R-234
112	066	013	120	112	-113	-076	013	-049	014	-011	047	-067	009	034	025	-018	125	149	180	072	206	587	663	687	502	436	566	7.8390	2.5894	R-235
195	153	054	179	199	-181	-119	-018	-082	-010	-019	043	-085	015	020	020	-061	118	171	216	111	255	740	893	949	698	571	738	76.0600	14.5685	R-230
141	132	076	140	204	-256	-170	-060	-143	-060	-072	-038	-060	049	-012	-006	-117	060	146	178	120	208	658	701	638	665	500	669	8.8885	5.0765	R-240
175	153	071	224	220	-227	-163	-057	-137	012	-053	011	-099	-024	014	040	-032	161	167	225	093	261	938	881	799	693	681	866	27.4646	11.1987	R-250
146	136	061	170	188	-215	-143	-018	-083	010	-093	-008	-025	-022	021	052	-035	120	060	147	045	197	659	673	596	544	618	722	8.4240	3.9424	R-260
071	050	-010	133	101	-237	-095	064	045	090	-060	054	-020	-071	080	096	-003	124	-053	100	-010	149	616	586	516	521	785	718	11.9265	4.1428	R-270
098	083	008	111	090	-127	-047	037	036	050	-035	038	-061	-046	041	067	-031	080	022	079	008	111	421	402	349	349	352	437	13.3315	5.8047	R-281
056	032	-014	090	090	-229	-079	014	003	046	-132	-014	021	-003	048	064	-069	064	-023	080	025	125	545	511	426	477	540	583	8.5885	3.3742	R-282
097	081	007	112	108	-219	-106	001	-048	020	-091	019	-070	-032	012	022	-064	085	067	126	038	168	748	633	550	544	538	681	8.6460	3.0781	R-290
140	100	043	151	180	-243	-113	-030	-056	019	-010	061	-056	017	006	031	-112	098	091	161	087	199	791	801	685	817	596	801	8.0961	3.5268	R-311
155	152	080	184	208	-301	-180	-060	-106	-021	-036	012	-067	051	021	022	-139	109	155	210	129	246	707	828	703	929	574	790	10.2354	4.5899	R-312
162	142	070	186	214	-301	-165	-051	-092	-004	-027	036	-068	039	016	028	-139	114	139	206	121	246	811	891	758	961	637	867	18.3400	7.4392	R-320
084	122	073	090	135	-211	-154	-046	-108	-034	-038	-027	-036	052	008	017	-078	048	097	126	088	140	396	458	402	655	331	486	2.9443	2.0171	R-333
158	149	079	178	215	-307	-175	-050	-102	-009	-031	024	-066	048	018	029	-134	113	144	208	126	244	789	872	746	980	626	859	21.2800	8.6302	R-340
232	191	108	181	262	-156	-090	-062	-036	-038	042	099	-168	-017	-030	-016	-142	057	102	136	076	179	475	559	532	524	298	469	35.4616	9.9442	R-410
126	120	111	113	133	-078	-067	-050	-043	-047	-029	001	-091	-022	-051	-033	-090	-016	040	035	054	071	185	195	194	163	113	173	11.3860	8.1527	R-420
173	152	154	096	160	-067	-087	-094	-081	-085	-036	-019	-112	-006	-083	-068	-090	-029	053	011	082	060	100	111	118	098	009	077	34.7966	14.9615	R-430
129	095	076	085	111	-063	-061	-017	-004	-013	-072	-027	-074	-053	-017	002	-044	022	058	056	047	104	198	174	164	125	156	185	21.8452	7.6666	R-440
179	149	136	126	201	-115	-072	-067	-047	-065	012	032	-136	-014	-038	-028	-123	-008	046	064	054	074	243	315	296	325	130	248	39.5058	10.7128	A-410
051	065	118	029	065	-020	-014	-033	-042	-050	-021	-041	-033	-003	-047	-037	-067	-063	-019	-042	020	-035	-065	-060	-064	-022	-069	-057	15.7240	12.1183	A-420
136	127	151	057	129	-044	-072	-091	-073	-097	-035	-030	-093	-006	-087	-078	-087	-066	015	-033	057	005	-015	-006	001	009	-072	-029	39.6890	16.0224	A-430
111	094	091	065	104	-046	-056	-024	-013	-034	-071	-031	-063	-040	-031	-017	-053	-016	025	015	042	053	075	056	051	039	063	073	23.6697	7.8936	A-440
137	110	-006	123	156	-099	-050	-011	006	024	052	116	-091	-009	003	012	-065	101	102	134	051	190	440	481	463	413	306	425	23.3018	25.2682	F-410
120	099	030	124	116	-087	-078	-035	-015	-014	-019	044	-090	-028	-022	-008	-055	042	075	091	053	133	320	329	332	246	226	296	7.0409	11.9186	F-420
176	136	087	139	156	-086	-080	-056	-060	-016	-020	014	-103	-003	-034	-014	-055	066	117	105	100	159	312	324	327	255	188	281	20.0958	21.5036	F-430
120	078	038	083	090	-064	-050	000	011	010	-056	-008	-065	-051	-000	021	-026	054	076	084	043	133	272	249	237	182	213	254	19.9354	9.0514	F-440
141	152	183	086	148	-012	-042	-069	-026	-065	-028	004	-110	-071	-063	-050	-056	-044	-036	-052	001	-055	-109	-088	-057	-089	-065	-094	58.6588	26.7839	A-500
433	453	366	357	450	-093	-133	-173	-107	-143	-048	009	-273	-109	-200	-128	-124	-029	-005	-005	015	054	103	124	137	087	041	087	5.9342	2.9112	R-601
544	585	437	296	613	-159	-205	-168	-189	-200	-140	-098	-147	-048	-163	-100	-151	-032	044	037	032	092	178	195	204	166	127	176	3.7969	2.2103	R-602
192	225	311	123	262	-027	-066	-056	-075	-024	-040	-029	-090	-063	-076	-063	-024	-017	004	-024	007	-028	021	018	029	016	020	022	1.8482	1.5797	R-603
451	457	412	284	545	-158	-167	-097	-089	-095	-029	031	-307	-158	-102	-043	-099	014	-001	025	-044	074	187	199	204	158	137	180	3.5491	2.0845	R-604
536	510	381	430	601	-182	-182	-112	-109	-114	-085	-029	-164	-060	-100	-038	-128	007	021	055	026	110	242	249	236	224	227	259	3.7421	2.4081	R-605
	592	350	319	636	-125	-170	-102	-107	-132	-098	-055	-120	-041	-118	-063	-138	-015	057	069	042	130	172	200	204	164	117	169	4.8945	2.7073	R-606
592		404	321	592	-171	-238	-184	-225	-214	-187	-168	-144	-016	-160	-104	-166	-036	068	046	049	111	144	171	175	162	103	151	4.3688	2.2553	R-607
350	404		242	464	-144	-195	-191	-195	-174	-113	-041	-158	-040	-166	-117	-162	-067	037	-009	038	043	057	075	074	089	010	057	1.1639	1.2776	R-608
319	321	242		395	-092	-048	-055	-033	-052	-003	026	-077	-039	-030	017	-028	082	061	102	085	144	210	224	211	196	210	228	4.8485	2.3519	R-609
636	592	464	395		-208	-220	-147	-137	-167	-086	-042	-144	-045	-115	-050	-173	-021	012	057	012	117	214	241	228	230	180	230	10.1556	5.1398	R-610
-125	-171	-144	-092	-208		714	413	514	478	466	299	384	198	423	379	616	349	431	330	148	173	-266	-279	-220	-333	-318	-332	48.4162	12.7406	F-701
-170	-238	-195	-098	-220	714		462	571	531	461	352	364	177	434	356	494	309	237	256	108	100	-161	-175	-155	-198	-161	-189	25.1811	7.0568	F-702
-102	-184	-191	-055	-147	413	462		616	521	410	309	351	137	654	509	494	394	190	345	122	181	-043	-045	-038	-062	054	-017	35.9386	12.2761	F-703
-107	-225	-195	-033	-137	514	571	616		669	633	554	415	148	650	585	554	500	221	429	189	288	-113	-117	-113	-120	018	-079	53.6084	11.6274	F-704
-132	-214	-174	-052	-167	478	531	521	669		486	412	395	167	611	533	608	557	333	487	250	364	018	001	007	-017	111	043	40.5497	8.1520	F-705
-098	-187	-113	-003	-086	466	461	410	633	486		501	268	153	500	428	424	412	313	428	203	279	-062	-047	-045	-043	-033	-059	23.7507	6.0207	F-706
-055	-168	-091	026	-042	299	352	309	554	412	501		133	008	340	307	330	350	155	273	078	215	028	030	035	012	067	038	18.2683	4.9175	F-707
-120	-144	-158	-077	-144	384	364	351	415	395	268	133		514	434	317	339	282	327	372	352	274	-096	-089	-080	-068	-004	-061	19.9689	6.8782	F-708
-041	-016	-040	-039	-045	198	177	137	148	167	153	008	514		250	155	109	160	365	347	535	280	-019	014	024	056	-034	-006	7.1536	3.0095	F-709
-118	-160	-166	-030	-115	423	434	654	650	611	500	340	434	250		706	642	596	396	596	278	432	014	020	025	015	118	054	44.2241	9.8764	F-710
-063	-104	-117	017	-050	329	356	509	585	533	428	307	317	155	706		581	591	333	540	238	409	039	035	030	027	133	075	20.2200	5.0463	F-711
-138	-166	-162	-028	-173	616	494	494	554	608	424	330	339	109	642	581		656	367	474	187	333	-067	-088	-046	-143	006	-068	33.9131	7.4150	F-712
-015	-036	-067	082	-021	349	309	394	500	557	412	350	282	160	596	591	656		509	685	324	611	150	150	159	116	200	174	26.2078	5.2301	F-713
057	068	037	061	012	431	237	190	221	333	313	155	327	365	396	333	367	509		782	522	657	147	174	200	150	002	106	48.1328	11.3588	F-714
069	046	-009	102	057	330	256	345	429	487	428	273	372	347	596	540	474	685	782		562	789	217	244	258	218	193	232	64.5016	11.3864	F-715
042	049	038	085	012	148	108	122	189	250	203	078	352	535	278	238	187	324	522	562		502	091	124	138	138	065	102	20.9787	6.7080	F-716
130	111	043	144	117	173	100	181	288	364	279	215	274	280	432	409	333	611	657	789	502		261	291	302	259	247	282	38.8168	6.3689	F-717
172	144	057	210	214	-266	-161	-043	-113	018	-062	028	-096	-019	014	039	-067	150	147	217	091	261		935	830	797	730	939	158.0080	54.1935	C-001
200	171	075	224	241	-279	-175	-045	-117	001	-047	030	-089	014	020	035	-088	150	174	244	124	291	935		944	888	735	942	471.2179	123.2249	C-002
204	175	074	211	228	-220	-155	-038	-113	007	-045	035	-080	024	025	030	-046	159	200	258	138	302	830	944		767	697	846	105.2627	22.3217	C-003
164	162	089	196	230	-333	-198	-062	-120	-017	-043	012	-068	056	015	027	-143	116	150	218	138	259	797	888	767		659	881	93.9543	39.1502	C-004
117	103	010	210	180	-318	-161	054	018	111	-039	067	-004	-034	118	133	006	200	002	199	065	247	730	735	697	659		886	51.7854	16.3840	C-005
169	151	057	228	230	-332	-189	-017	-079	043	-059	038	-061	-006	054	075	-068	174	106	232	102	282	939	942	846	881	886		432.5903	137.4748	C-006

Note: Decimal points have been omitted from the correlation coefficients.

Table V-2 (continued)

Table V-2b. All 15-year-old boys not in high school (N=283)

Var*	Var	Code	Description		Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade	1			255	168	076	057	193	030	161	198	158	138	148	210	233	181	176	106	172	188	129	088	025	145	-024
	2		Sex (1=M, 2=F)	2																									
1	3	R-101	Info I: Screening	3	255			445	407	253	528	342	401	422	430	269	442	517	531	478	421	371	325	347	405	222	186	217	154
2	4	R-102	" Vocab I	4	168		445		584	416	648	450	640	489	561	562	609	633	675	477	509	491	359	554	394	248	194	362	263
3	5	R-103	" Literature	5	076		407	584		418	597	450	483	450	459	478	509	476	516	392	531	526	338	484	393	364	307	361	357
4	6	R-104	" Music	6	057		253	416	418		469	401	361	290	223	380	377	328	330	296	435	361	233	417	236	196	174	315	224
5	7	R-105	" Soc.Studies	7	193		528	648	597	469		463	592	530	489	496	512	517	539	495	537	557	463	588	406	283	263	412	330
6	8	R-106	" Math	8	030		342	450	450	401	463		436	306	300	352	475	363	328	367	379	340	273	369	318	133	219	217	269
7	9	R-107	" Phys. Sci	9	161		401	640	483	361	592	436		471	436	480	532	484	510	473	425	498	347	433	340	200	246	352	276
8	10	R-108	" Bio. Sci	10	198		422	489	450	290	530	306	471		419	320	456	490	505	353	377	439	319	398	364	168	105	240	247
9	11	R-109	" Sci Attitude	11	158		430	561	459	223	489	300	436	419		370	485	511	516	434	476	371	349	375	361	227	223	235	167
10	12	R-110	" Aero & Space	12	138		269	562	478	380	496	352	480	320	370		426	449	356	359	443	324	274	363	305	245	280	243	226
11	13	R-111	" Elec & Electron	13	148		442	609	509	377	512	475	532	456	485	426		577	557	460	448	411	315	390	373	187	195	299	207
12	14	R-112	" Mechanical	14	210		517	633	476	328	517	363	484	490	511	449	577		678	521	473	367	277	390	376	263	244	352	174
13	15	R-113	" Farming	15	233		531	675	516	330	539	328	510	505	516	356	557	678		487	494	461	318	449	411	215	185	351	210
14	16	R-114	" Home Ec	16	181		478	477	392	296	495	367	473	353	434	359	460	521	487		444	345	330	393	329	134	177	360	206
15	17	R-115	" Sports	17	176		421	509	531	435	537	379	425	377	476	443	448	473	494	444		428	337	481	371	260	280	272	298
	18	R-131	Info II:Art	18	106		371	491	526	361	557	340	498	439	371	324	411	367	461	345	428		443	465	421	187	194	414	222
	19	R-132	" Law	19	172		325	359	338	233	463	273	347	319	349	274	315	277	318	330	337	443		421	347	192	148	348	261
	20	R-133	" Health	20	188		347	554	484	417	588	369	433	398	375	363	390	390	449	393	481	465	421		380	163	258	334	216
	21	R-134	" Engineering	21	129		405	394	393	236	406	318	340	364	361	305	373	376	411	329	371	421	347	380		162	168	225	227
	22	R-135	" Architecture	22	088		222	248	364	196	283	133	200	168	227	245	187	263	215	134	260	187	192	163	162		200	169	178
	23	R-136	" Journalism	23	025		186	194	307	174	263	219	246	105	223	280	195	244	185	177	280	194	148	258	168	200		243	132
	24	R-137	" Foreign Travel	24	145		217	362	361	315	412	217	352	240	235	243	299	352	351	360	272	414	348	334	225	169	243		193
	25	R-138	" Military	25	-024		154	263	357	224	330	269	276	247	157	226	207	174	210	206	298	222	261	216	227	178	132	193	
	26	R-139	" Acct,Bus,Sales	26	152		323	475	429	250	447	323	338	344	351	320	422	480	445	392	329	443	386	396	334	257	199	302	201
	27	R-140	" Pract.Knowl.	27	148		424	493	415	322	533	337	435	372	449	345	404	454	441	382	493	503	450	501	393	199	277	322	146
	28	R-141	" Clerical	28	100		210	233	251	210	307	216	305	232	254	195	228	232	270	296	211	308	279	151	211	138	098	191	151
	29	R-142	" Bible	29	070		265	275	348	217	402	310	355	314	251	235	259	303	298	246	243	322	264	364	314	176	174	162	307
	30	R-143	" Colors	30	042		225	155	188	216	199	182	122	200	185	112	117	208	138	101	105	162	154	092	178	100	106	073	089
	31	R-144	" Etiquette	31	036		191	214	139	026	195	143	130	152	127	099	208	232	174	105	176	130	055	140	174	062	043	061	231
	32	R-145	" Hunting	32	056		215	289	247	047	259	064	209	201	271	230	165	321	394	225	285	168	213	197	202	151	116	138	150
	33	R-146	" Fishing	33	099		278	270	211	101	253	178	289	287	233	205	239	286	292	220	226	252	215	203	192	118	129	139	159
	34	R-147	" Outdr Act(Other)	34	097		427	528	446	335	502	276	468	312	450	302	399	451	480	393	432	472	397	495	337	266	326	354	150
	35	R-148	" Photography	35	060		193	358	312	209	295	226	251	205	287	234	312	297	255	279	340	265	219	312	218	121	245	241	110
	36	R-149	" Games	36	063		316	364	356	325	371	267	270	261	342	266	353	388	351	310	321	300	313	360	246	140	194	243	126
	37	R-150	" Theater,ballet	37	127		323	346	461	344	445	332	358	317	317	311	393	349	272	339	340	465	320	406	324	150	284	346	222
	38	R-151	" Foods	38	-006		031	086	073	127	117	113	076	071	-003	032	083	114	062	095	003	151	083	120	045	056	046	092	065
	39	R-152	" Miscellaneous	39	071		285	423	360	314	437	318	389	331	299	278	349	371	307	261	343	393	297	460	370	182	240	300	228
	40	R-162	" Vocabulary II	40	108		395	488	457	375	553	366	430	414	413	432	427	485	441	332	421	537	445	499	419	224	384	476	146
	41	R-172	Vocab Tot. (I & II)	41	168		488	939	616	458	702	480	647	528	582	590	623	664	678	487	546	578	444	610	460	273	296	458	254
16	42	R-190	Info I Total	42	229		663	835	740	548	818	598	735	646	665	621	742	771	769	670	692	601	464	615	510	320	309	443	342
	43	R-192	Info II Total	43	182		531	661	667	467	733	483	605	533	548	483	560	606	616	533	588	723	636	699	581	380	396	529	424
	44	R-100	Info Total (I & II)	44	222		646	811	746	543	823	584	722	634	653	600	712	747	749	651	685	667	541	669	555	354	351	490	384
17	45	R-211	Memory for Sentences	45	174		367	423	358	144	387	214	310	366	415	281	360	313	375	292	316	285	352	333	229	213	115	142	129
18	46	R-212	Memory for Words	46	057		297	423	323	224	327	224	356	341	266	236	264	239	283	172	225	279	266	371	208	183	022	147	061
19	47	R-220	Disguised Words	47	167		286	536	438	287	424	311	403	314	379	352	390	399	390	342	379	386	248	412	261	220	194	291	164
20	48	R-231	English:Spelling	48	119		368	380	266	301	383	254	284	346	311	158	281	257	362	287	406	269	181	361	199	160	065	134	272
21	49	R-232	" Capitalization	49	183		415	382	384	305	424	245	327	399	399	273	363	333	403	301	423	341	254	360	270	221	092	272	181
22	50	R-233	" Punctuation	50	144		329	465	342	243	453	309	375	460	392	306	390	343	390	250	291	294	271	398	256	132	060	169	195
23	51	R-234	" Usage	51	190		506	438	453	266	474	280	404	405	473	303	422	447	467	300	419	424	361	391	309	240	102	248	183
24	52	R-235	" Eff. Exp.	52	067		252	321	288	200	356	152	239	262	363	223	255	304	302	233	308	248	341	362	225	157	108	189	136
25	53	R-230	" Total	53	194		488	510	455	356	535	328	419	488	498	322	438	417	492	349	473	418	349	466	322	233	093	268	246
26	54	R-240	Word Functions	54	046		072	146	067	048	221	095	177	113	130	162	112	138	160	152	114	092	139	090	085	-013	050	181	100
27	55	R-250	Reading Comprehension	55	065		418	613	504	281	614	315	488	467	460	396	440	492	509	362	466	467	379	579	326	219	233	378	297
28	56	R-260	Creativity	56	114		235	465	441	261	401	323	423	342	356	333	378	452	402	303	344	381	212	408	247	207	247	358	155
29	57	R-270	Mechanical Reasoning	57	155		267	515	346	207	372	237	413	403	450	355	445	449	387	295	296	292	200	243	200	058	100	303	059
30	58	R-281	Vis. in 2 Dimens	58	067		101	256	230	059	180	130	136	168	275	080	211	212	214	136	103	180	114	118	177	004	023	196	055
31	59	R-282	Vis. in 3 Dimens	59	099		080	270	223	084	143	054	207	214	275	188	179	234	191	060	153	167	122	169	060	009	074	175	002
32	60	R-290	Abstract Reasoning	60	154		221	375	271	148	385	153	294	324	368	277	309	267	229	164	307	261	230	284	240	108	179	208	073
33	61	R-311	Math I	61	151		275	433	265	199	440	277	370	328	391	349	352	329	374	281	348	295	307	286	261	130	121	185	159
34	62	R-312	Math II	62	168		187	319	266	248	334	229	266	272	240	177	203	234	264	293	208	242	266	310	259	179	003	163	183
35	63	R-320	Math I & II	63	200		287	468	332	280	481	315	395	374	392	325	344	350	397	358	345	334	357	373	324	194	076	217	214
36	64	R-333	Math III	64	004		-039	001	026	020	002	052	-042	032	067	-035	048	-027	018	047	-094	-022	-081	014	003	-014	-093	-039	-005
37	65	R-340	Math Total(I+II+III)	65	178		237	412	303	255	425	298	332	342	372	272	322	297	356	334	266	286	283	334	287	165	030	176	187
42	66	R-410	Arith Computation	66	282		496	438	289	284	421	236	310	342	309	220	307	370	432	325	371	258	311	388	307	188	062	214	160
43	67	R-420	Table Reading	67	-037		122	168	104	163	147	197	121	057	094	079	126	136	208	146	096	077	120	073	175	042	038	114	081
44	68	R-430	Clerical Checking	68	070		042	-066	091	077	003	076	-002	-047	-046	-027	-024	-012	056	101	090	-082	-018	-080	-021	011	-054	009	085
45	69	R-440	Object Inspection	69	068		147	137	105	084	101	040	124	037	153	075	066	092	132	170	168	040	059	085	023	-012	073	137	-007
46	70	A-410	Arith Computation	70	176		171	132	049	120	105	191	161	098	068	043	154	165	192	194	162	047	172	135	150	089	015	111	174
47	71	A-420	Table Reading	71	033		-035	-080	-100	-024	-089	024	-015	-129	-105	-074	-045	-005	014	040	-062	-070	-093	-129	-064	019	-017	074	096
48	72	A-430	Clerical Checking	72	042		-068	-116	-053	-002	-135	049	-067	-174	-127	-126	-073	-075	-020	044	-026	-152	-102	-161	-082	-020	-077	-031	020
49	73	A-440	Object Inspection	73	032		039	-036	-040	041	-033	042	031	-086	008	-070	-067	-021	023	127	067	-059	001	-015	-088	-058	015	074	095
38	74	F-410	Arith Computation	74	093		332	316	256	162	330	024	141	254	254	188	147	202	236	117	207	224	130	258	152	097	049	098	-038
39	75	F-420	Table Reading	75	-071		140	234	209	157	228	120	113	212	209	157	155	112	142	060	154	151	214	223	218	007	052	-009	-062
40	76	F-430	Clerical Checking	76	096		221	223	289	159	278	054	131	257	164	199	099	129	154	112	232	142	169	164	123	064	047	080	131
41	77	F-440	Object Inspection	77	067		169	216	175	082	165	021	144	122	201	159	145	143	161	129	175	102	080	127	103	031	088	127	-079
50	78	A-500	Preferences	78	058		195	129	153	109	132	248	180	052	101	062	179	169	221	245	243	139	070	086	204	122	052	057	190
51	79	R-601	SAI: Sociability	79	138		297	288	217	244	316	322	762	263	211	288	298	343	361	323	324	252	216	270	225	166	055	112	153
52	80	R-602	" Soc.Sensitivity	80	102		221	197	092	290	188	216	169	147	105	185	221	290	277	782	182	096	110	159	179	129	025	120	196
53	81	R-603	" Impulsiveness	81	077		123	120	075	170	089	203	099	095	057	107	093	141	149	212	116	096	047	058	065	037	070	074	121
54	82	R-604	" Vigor	82	071		234	284	181	301	272	247	223	181	178	285	280	366	328	345	324	227	205	190	224	120	061	157	197
55	83	R-605	" Calmness	83	139		275	214	157	207	242	347	182	127	129	177	260	273	273	314	224	183	181	157	260	126	-027	123	184
56	84	R-606	" Tidiness	84	119		187	183	178	265	225	304	218	132	052	261	254	279	202	244	185	158	158	195	157	121	067	124	241
57	85	R-607	" Culture	85	065		307	213	158	216	236	285	218	159	131	248	240	344	258	280	248	216	164	152	214	164	038	100	149
58	86	R-608	" Leadership	86	-070		-074	-109	-118	105	-022	097	-015	-048	-127	032	006	-022	-043	028	027	-035	019	-004	080	-027	-021	061	146
59	87	R-609	" Self-Confidence	87	108		319	267	252	134	225	247	248	219	081	160	226	262	290	266	264	231	160	168	238	145	092	111	129
60	88	R-610	" Mature Personality	88	065		253	148	092	238	195	329	150	167	065	146	216	258	241	257	156	157	094	128	246	102	-034	095	196
	89	F-701	Int Inv: Phys Sci	89	-007		003	041	083	-017	-053	-101	-029	-016	086	066	-037	007	017	-028	-039	-034	-179	-087	-093	-046	-016	029	-082
	90	F-702	" Biol Sci & Med	90	037		035	081	082	-030	-044	-119	-043	-033	113	068	022	080	076	-054	-044	003	-125	-072	-083	-018	-096	069	-104
	91	F-703	" Pub Serv.	91	-011		056	159	081	016	057	009	089	008	086	086	105	083	094	-001	000	043	-052	044	-014	-017	048	144	-064
	92	F-704	" Lit-Ling.	92	072		113	186	095	-026	017	-059	060	019	174	111	065	138	130	019	-005	036	-076	-014	-018	-022	021	123	-088
	93	F-705	" Soc.Serv.	93	098		089	199	180	083	086	-007	146	091	197	175	100	195	146	046	030	109	-038	007	039	019	022	185	-020
	94	F-706	" Artistic	94	086		134	153	075	058	036	-062	041	-006	145	126	065	122	126	012	068	-080	-039	015	-047	015	-034	044	-027
	95	F-707	" Musical	95	100		142	277	234	052	159	093	141	111	222	156	159	196	211	084	099	185	073	136	029	-052	053	148	-008
	96	F-708	" Sports	96	-060		-070	-020	-035	-104	-112	-112	-030	-130	-012	-065	-099	-094	-068	-093	-213	-041	-237	-141	-164	-072	-047	009	-048
	97	F-709	" Outdr Rec.	97	-072		-132	-120	-093	-125	-181	-075	-103	-147	-135	-082	-121	-167	-194	-163	-124	-124	-257	-226	-165	-075	-049	-088	-049
	98	F-710	" Bus.-Mgmt.	98	029		042	173	108	058	066	018	083	030	152	147	077	142	110	033	006	067	-104	047	-024	-075	-003	135	-062
	99	F-711	" Sales	99	061		076	175	202	103	152	016	130	094	187	179	128	188	147	064	042	062	-125	027	005	-004	069	141	-035
	100	F-712	" Computation	100	074		123	240	203	082	156	017	111	129	147	204	123	185	172	068	100	122	-033	052	013	028	055	175	-039
	101	F-713	" Office Work	101	142		123	294	233	147	218	050	225	113	242	261	138	192	195	172	166	168	058	125	054	-005	066	254	-018
	102	F-714	" Mech-Tech	102	-001		-005	087	148	091	064	-053	071	012	091	093	009	-023	009	-019	027	088	-069	-029	-037	039	024	079	040
	103	F-715	" Skilled Trades	103	133		140	262	244	096	183	063	177	104	263	276	131	200	177	121	130	149	025	047	080	080	097	176	030
	104	F-716	" Farming	104	-002		027	067	068	029	062	-084	059	000	072	097	023	007	-060	-011	005	-006	-129	-038	-062	018	131	040	-008
	105	F-717	" Labor	105	193		165	302	249	151	281	092	223	127	271	269	179	278	246	241	208	209	068	135	117	106	087	203	010
	106	C-001	Composite: I.Q.Comp.	106	141		413	633	483	281	640	323	509	498	528	441	482	490	496	357	495	464	401	538	361	209	245	360	250
	107	C-002	" Gen.Acad.Apt.	107	199		521	681	565	408	683	446	556	568	582	448	541	543	593	446	556	522	442	594	412	274	186	371	306
	108	C-003	" Verbal	108	198		544	688	635	438	657	426	538	560	581	450	551	539	606	435	565	528	417	566	408	294	183	362	299
	109	C-004	" Quantitative	109	163		284	464	378	326	479	509	389	372	391	312	392	342	385	386	313	329	308	386	330	180	069	204	231
	110	C-005	" Technical	110	229		525	777	604	423	666	478	754	682	611	632	773	805	684	556	545	515	379	487	430	241	255	413	248
**	111	C-006	" Sci. Apt.	111	208		496	765	602	404	717	493	679	631	619	570	671	685	640	513	559	539	431	575	443	257	260	419	284

Table V-2b (continued)

Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28	Bible 29	Colors 30	Etiquette 31	Hunting 32	Fishing 33	Outdr Act(Other) 34	Photography 35	Games 36	Theater,Ballet 37	Foods 38	Miscellaneous 39	Vocabulary II 40	Voc-Tot.(I & II) 41	Info I Total 42	Info II Total 43	Info Total(I & II) 44	Mem.for Sentences 45	Mem.for Words 46	Disguised Words 47	Spelling 48	Capitalization 49	Punctuation 50	Usage 51	Eff. Exp. 52	Eng. Total 53	Word Functions 54	Reading Comp. 55	Creativity 56	Mech. Reasoning 57	Code
152	148	160	070	042	036	056	099	097	060	063	127	-006	071	108	168	229	182	222	174	057	167	119	183	144	190	067	194	046	065	114	155	
323	424	210	265	225	191	215	278	427	193	316	323	031	285	395	488	663	531	646	367	297	286	368	415	329	506	252	488	072	418	235	267	R-101
475	493	233	275	155	214	289	270	528	358	364	346	086	423	488	939	835	661	811	423	423	536	380	382	465	438	321	510	146	613	465	515	R-102
429	415	251	348	188	139	247	211	446	312	356	461	073	360	457	616	740	667	746	358	323	438	266	384	342	453	288	455	067	504	441	346	R-103
250	322	210	217	216	026	047	101	335	209	325	344	127	314	375	458	548	467	543	144	224	287	301	305	243	266	200	356	048	281	261	209	R-104
447	533	307	402	199	195	259	253	502	295	371	445	117	437	553	702	818	733	823	387	329	424	383	424	453	474	356	535	221	614	401	372	R-105
323	337	216	310	182	143	064	178	276	226	267	332	113	318	366	480	598	483	584	214	224	311	254	245	307	280	152	328	095	315	323	237	R-106
338	435	305	355	122	130	209	289	468	251	270	358	076	389	430	647	735	605	722	310	356	403	284	327	375	404	239	419	177	488	423	413	R-107
344	372	232	314	200	152	201	287	312	205	261	317	071	331	414	528	646	533	634	366	341	314	346	399	460	405	262	488	113	467	342	403	R-108
351	449	254	251	185	127	271	233	450	287	342	317	-003	299	413	582	665	548	653	415	266	379	311	399	392	473	363	498	130	460	356	450	R-109
320	345	195	235	112	099	230	205	302	234	266	311	032	278	432	590	621	483	600	281	236	352	158	273	306	303	223	322	162	396	331	355	R-110
422	404	228	259	117	208	165	239	399	312	353	393	083	349	427	623	742	560	712	360	264	390	281	363	390	422	255	438	112	440	378	445	R-111
480	454	232	303	208	232	321	286	451	297	388	349	114	371	485	664	771	606	747	313	239	399	257	333	343	417	304	417	138	492	452	449	R-112
445	441	270	298	138	174	394	292	480	255	351	272	062	307	441	678	769	616	749	375	283	390	362	403	390	467	302	492	160	509	402	387	R-113
392	382	296	246	101	105	225	220	393	279	310	339	095	261	332	487	670	533	651	292	172	342	287	301	250	300	233	349	152	362	303	295	R-114
329	493	211	243	105	176	285	226	432	340	321	340	003	343	421	546	692	588	685	316	225	379	406	423	291	419	308	473	114	466	344	296	R-115
443	503	308	322	162	130	168	252	472	265	300	465	151	393	537	578	601	723	667	285	279	386	269	341	294	424	248	418	092	467	381	292	R-131
386	450	279	264	154	055	213	215	397	219	313	320	083	297	445	444	464	636	541	352	266	248	181	254	271	361	341	349	139	379	212	200	R-132
396	501	151	364	092	140	197	203	495	312	360	406	120	460	499	610	615	699	669	333	371	412	361	360	398	391	362	466	090	579	408	243	R-133
334	393	211	314	178	174	202	192	337	218	246	324	045	370	419	460	510	581	555	229	208	261	199	270	256	309	225	322	085	326	247	200	R-134
257	199	138	176	100	062	151	118	266	121	140	150	056	182	224	273	320	380	354	213	183	220	160	221	132	240	157	233	-013	219	207	058	R-135
199	277	098	174	106	043	116	129	326	245	194	284	046	240	384	296	309	396	351	115	022	194	065	092	060	102	108	093	050	233	247	100	R-136
302	322	191	182	073	061	138	139	354	241	243	346	092	300	476	458	443	529	490	142	147	291	134	272	169	248	189	268	181	378	358	303	R-137
201	146	151	307	089	231	150	159	150	110	126	222	065	228	146	254	342	424	384	129	061	164	272	181	195	183	136	246	108	297	155	059	R-138
	431	148	260	169	072	217	201	435	283	268	397	108	338	586	586	545	634	597	337	213	309	268	306	348	369	251	410	159	462	361	251	R-139
431		217	277	112	073	262	228	501	336	416	385	055	400	519	572	601	678	652	417	298	309	315	363	317	463	367	474	168	489	320	320	R-140
148	217		203	050	063	193	139	266	093	196	248	158	248	229	264	346	394	376	118	163	185	141	111	169	146	078	160	111	142	202	136	R-141
260	277	203		182	128	230	273	311	244	276	258	109	293	226	294	414	592	491	232	238	211	155	259	360	302	249	354	111	386	214	228	R-142
169	112	050	182		161	081	003	080	020	102	201	007	056	200	195	231	266	252	042	090	119	135	153	221	202	110	213	054	129	171	149	R-143
072	073	063	128	161		063	072	065	086	043	144	-015	075	117	206	227	221	234	107	089	134	119	098	084	133	114	127	052	138	152	195	R-144
217	262	193	230	081	063		252	342	139	186	113	-055	150	234	308	331	404	369	309	143	142	142	193	182	232	224	245	087	294	113	168	R-145
201	228	139	273	003	072	252		270	076	191	211	102	232	141	257	339	410	377	162	082	127	111	195	225	178	140	230	048	267	157	175	R-146
435	501	266	311	080	065	342	270		310	360	423	148	406	516	598	595	708	658	328	284	308	295	375	346	335	276	429	-003	497	352	352	R-147
283	336	093	244	020	086	139	076	310		224	230	074	145	322	394	385	431	416	195	161	276	170	237	178	250	142	274	051	318	321	244	R-148
268	416	196	276	102	043	186	191	360	224		337	111	306	251	371	461	526	502	284	181	313	196	263	230	297	243	298	111	365	289	292	R-149
397	385	248	258	201	144	113	211	423	230	337		169	317	442	433	498	625	561	232	231	285	280	311	291	351	249	380	118	351	287	224	R-150
108	055	158	109	007	-015	-055	102	148	074	111	169		337	126	114	106	219	149	-044	084	106	-005	008	045	048	-022	030	034	063	050	-015	R-151
338	400	248	293	056	075	150	232	406	145	308	317	337		432	486	484	632	557	161	253	201	258	226	268	262	202	290	068	318	217	205	R-152
506	519	229	226	200	117	234	141	516	322	251	442	126	432		759	611	670	656	300	298	340	306	362	376	383	328	454	132	509	443	360	R-162
506	572	264	274	195	206	308	257	598	394	371	433	114	486	759		864	758	864	434	433	534	404	428	495	478	369	560	161	658	522	527	R-172
545	601	346	414	231	227	331	339	595	385	461	498	106	484	611	864		823	980	469	400	537	440	507	507	574	387	622	184	658	521	515	R-190
634	678	394	592	266	221	404	410	708	431	526	625	219	637	670	758	823		920	441	376	473	383	471	470	538	411	587	169	662	487	393	R-192
597	652	376	491	252	234	369	377	658	416	502	561	149	557	656	864	980	920		479	408	538	439	516	515	585	411	636	187	686	531	495	R-100
337	417	118	232	042	107	309	162	328	195	284	232	-044	161	300	434	469	441	479		374	267	287	457	406	431	341	515	175	458	314	330	R-211
213	298	163	238	090	089	143	082	284	161	181	231	084	253	278	433	400	376	408	374		339	270	270	355	286	244	373	179	367	237	305	R-212
309	309	185	211	119	134	142	129	308	275	313	285	106	201	340	534	537	473	538	267	339		248	266	289	372	225	362	267	485	420	409	R-220
268	315	141	155	135	119	142	111	295	170	196	280	-005	258	306	404	440	383	439	287	270	248		465	469	422	326	641	094	338	195	161	R-231
306	363	111	259	153	098	193	195	375	237	263	311	008	226	362	428	507	471	516	457	270	266	465		569	568	391	878	152	404	274	357	R-232
348	317	169	360	221	084	182	225	346	178	230	291	045	268	376	495	507	470	515	406	355	289	469	569		460	475	765	223	460	362	337	R-233
169	463	146	302	202	133	232	178	335	250	297	351	048	262	383	478	574	538	585	431	286	372	422	568	460		479	761	218	446	284	313	R-234
251	367	078	249	110	114	224	140	276	142	243	249	-022	202	328	369	387	411	411	341	244	225	326	391	475	479		615	154	422	186	183	R-235
410	474	160	354	213	127	245	230	429	274	298	380	030	290	454	560	622	587	636	515	373	362	641	878	765	761	615		223	545	350	385	R-230
159	168	111	111	054	052	087	048	-003	051	111	118	034	068	132	161	184	169	187	175	179	267	074	152	223	218	154	223		308	217	178	R-240
462	489	142	386	129	138	294	267	477	318	365	351	063	318	509	658	658	662	686	458	367	485	338	464	460	446	422	545	308		453	474	R-250
361	320	202	214	171	152	113	157	352	321	289	287	050	217	443	522	521	487	531	314	237	420	195	274	362	284	186	350	217	453		354	R-260
251	320	136	228	149	195	168	175	352	244	292	224	-015	205	360	527	515	393	495	330	305	409	161	357	337	313	183	385	179	474	354		R-270
175	219	119	156	114	050	072	030	101	167	136	124	-040	035	230	262	241	221	244	276	139	214	058	193	171	195	173	220	121	278	258	369	R-281
182	181	081	103	175	103	047	019	107	101	147	096	-086	088	272	309	241	195	235	228	200	232	104	230	266	214	210	278	208	289	361	519	R-282
224	373	048	231	139	114	082	151	251	231	296	194	-006	113	374	428	390	373	400	335	299	346	202	327	361	357	316	418	246	402	342	485	R-290
274	319	096	142	055	028	265	131	266	188	219	203	-057	152	341	458	476	379	462	322	282	330	312	296	420	373	323	424	244	405	256	313	R-311
228	174	068	113	134	194	173	096	241	089	133	246	-047	095	241	333	357	336	365	277	228	224	203	299	259	275	294	363	207	261	221	277	R-312
312	305	102	157	119	141	272	141	316	171	218	281	-065	153	361	492	518	446	515	373	317	344	320	371	421	402	385	490	281	414	297	367	R-320
056	-063	123	027	015	-033	-057	036	060	-037	005	039	065	045	-028	-010	005	002	004	012	046	076	095	075	203	030	003	108	114	-010	049	061	R-333
297	244	139	151	111	111	216	139	302	135	194	263	-031	153	307	429	458	393	455	334	298	333	319	357	452	366	340	475	293	360	281	348	R-340
251	355	223	217	129	163	247	144	315	103	314	236	-007	255	291	442	494	439	496	305	359	284	355	439	331	393	288	474	111	373	190	284	R-410
070	033	060	109	023	100	075	105	056	-021	090	055	101	171	071	153	187	145	181	121	127	175	058	060	052	044	038	056	088	147	120	196	R-420
-032	-046	120	038	038	065	-061	-032	-085	-027	-001	-008	022	-039	-058	-027	035	-029	015	-045	057	175	068	-004	-024	018	-040	009	131	049	051	091	R-430
021	151	-012	041	074	051	067	138	040	136	116	081	-010	058	064	128	155	111	146	112	075	180	032	152	028	108	038	118	148	137	067	321	R-440
085	132	181	083	-011	133	111	085	079	-018	233	147	033	148	047	118	189	196	199	153	160	188	185	114	054	111	094	128	066	094	038	109	A-410
-070	-165	054	-017	-076	139	-044	066	-088	-131	-037	-045	070	-030	-166	-125	-064	-067	-068	-049	012	097	-075	-123	-197	-146	-223	-192	-013	-063	-009	-006	A-420
-113	-121	083	-028	-064	074	-076	-040	-153	-118	-055	-062	009	-074	-166	-150	-093	-135	-111	-145	003	110	-015	-143	-168	-113	-124	-153	090	-077	-029	004	A-430
-083	-001	052	011	011	019	-006	144	-106	-017	048	013	045	024	-096	-065	001	-006	-002	017	031	130	-026	028	-108	002	-093	-031	156	029	-048	142	A-440
170	226	023	136	155	015	134	054	247	135	058	078	-049	097	266	339	308	240	298	233	197	081	161	340	297	293	200	361	041	292	161	177	F-410
145	240	-024	106	116	-103	115	-005	158	155	117	101	-014	176	270	281	227	199	227	157	082	008	142	206	297	224	319	293	084	195	104	159	F-420
165	152	072	131	205	-020	032	016	140	182	108	109	026	071	208	248	258	214	254	202	107	127	167	280	291	264	171	326	082	255	162	176	F-430
096	206	-059	048	093	054	096	071	141	200	119	100	-050	057	165	226	211	156	201	139	077	140	064	185	125	145	127	186	075	163	131	322	F-440
090	104	107	191	-062	175	066	215	088	017	059	144	035	160	018	164	229	202	229	027	092	145	-020	-008	-096	105	-056	-020	017	108	067	011	A-500
208	225	180	180	132	151	177	268	230	178	284	197	124	217	185	288	410	367	412	141	197	251	211	198	166	187	120	230	059	231	215	163	R-601
122	129	099	191	094	055	091	152	163	075	154	133	109	144	178	197	286	242	283	084	133	148	131	147	121	133	118	166	078	184	131	092	R-602
035	009	092	100	000	047	051	144	123	037	158	084	130	102	-042	073	170	142	168	005	067	018	020	-006	-016	-085	-051	-044	011	017	070	019	R-603
185	192	163	086	090	109	130	199	230	091	263	180	146	223	221	299	379	322	375	087	083	201	129	116	052	079	073	116	066	226	221	193	R-604
178	144	113	189	179	185	097	229	140	084	168	221	121	139	134	212	322	298	327	123	118	170	151	197	175	163	089	211	114	177	153	130	R-605
132	121	112	137	097	173	065	187	146	045	233	231	150	121	077	175	297	278	303	061	072	150	114	102	111	065	047	107	064	123	179	043	R-606
173	157	164	136	177	152	200	231	156	065	155	246	098	212	143	216	334	300	336	099	160	145	139	156	161	143	110	177	121	176	166	043	R-607
-090	-088	072	-058	-021	049	003	014	-024	-004	-008	-010	118	020	-036	-095	-035	000	-024	-122	-117	-047	032	-077	-114	-184	-077	-128	023	-065	017	-135	R-608
148	216	123	210	119	196	102	214	214	219	114	174	078	156	220	286	332	311	339	131	209	154	203	216	166	217	109	248	027	189	194	162	R-609
162	118	147	195	101	124	102	141	173	078	084	187	131	137	134	163	272	255	278	065	104	108	133	112	122	098	086	155	116	151	074	037	R-610
-001	-112	-055	-076	023	046	028	016	-036	008	-096	029	-110	-078	-072	002	-004	-087	-032	-081	-052	-049	-122	-091	-059	-054	-113	-113	-168	-090	-095	032	F-701
014	-021	001	-126	037	-011	045	025	-009	013	-013	-011	-081	-052	001	061	019	-061	-007	-062	-033	-041	-103	-058	-029	003	-016	-056	-088	-060	-024	128	F-702
075	010	046	-003	-033	018	008	065	076	055	026	-027	-032	029	049	138	092	037	077	-021	021	032	-075	-052	-042	-019	-053	-075	-068	043	001	137	F-703
082	002	-031	-059	028	037	047	063	080	014	020	015	-081	-004	042	155	101	014	076	043	043	062	-089	-000	-001	003	-048	-028	-074	010	006	186	F-704
117	025	002	-023	006	022	017	049	077	090	040	088	-134	-014	099	188	167	067	140	086	043	081	-030	024	042	039	-045	007	-048	051	062	195	F-705
075	021	-041	-070	015	059	036	059	034	019	057	006	-088	-037	-011	110	104	-005	072	026	022	052	-035	-015	010	009	014	-021	-033	-019	-032	167	F-706
141	140	-037	005	086	080	113	125	187	121	100	144	-106	077	112	251	226	163	214	158	054	139	004	043	037	203	091	111	002	167	154	212	F-707
-030	-167	-048	-109	-036	-062	-150	-079	-108	-030	-157	-055	-044	-153	-056	-037	-115	-171	-138	-131	-129	-040	-069	-116	-041	-191	-098	-146	-070	-145	-066	-040	F-708
-152	-291	-118	-183	-212	-033	-236	-161	-165	-042	-223	-173	-078	-167	-189	-164	-188	-288	-229	-208	-184	-049	-180	-164	-147	-248	-186	-236	-097	-232	-115	-136	F-709
046	022	-034	-051	-014	-013	-005	030	068	091	017	055	-044	010	052	150	119	016	089	-023	-009	043	-074	-029	-028	-001	-034	-034	-108	036	009	184	F-710
096	004	029	011	022	006	-006	015	083	075	067	103	034	036	093	168	181	058	147	-045	042	080	-035	042	070	053	-019	036	-018	065	060	190	F-711
123	110	015	001	021	055	130	055	180	111	062	103	-061	026	141	235	199	118	180	042	066	125	-009	021	050	049	020	025	-072	115	037	205	F-712
138	138	040	003	078	010	060	084	184	103	086	144	-067	048	171	287	264	164	241	073	064	132	015	104	080	110	071	105	003	128	071	228	F-713
059	-032	010	010	-045	008	-086	054	017	034	-049	060	-016	-013	018	072	056	018	045	-049	-079	-017	-132	002	-069	-061	-051	-047	-066	030	-044	068	F-714
138	074	093	009	032	-009	039	044	111	119	083	139	-059	046	155	256	243	138	218	058	009	125	-055	069	048	065	019	055	-015	110	049	178	F-715
-043	-040	013	-036	-121	036	-093	-007	-042	-021	010	039	-077	-016	-010	046	036	-037	013	-039	-084	011	-075	-050	-026	-068	-052	-080	009	-010	-087	043	F-716
210	154	082	033	050	046	036	047	152	099	069	159	-008	146	195	302	316	197	289	089	049	125	017	125	066	133	088	116	014	153	047	196	F-717
441	529	130	364	149	137	278	256	470	334	397	343	021	277	547	689	678	648	696	495	416	518	366	453	537	511	466	608	349	871	479	565	C-001
507	557	191	396	220	175	308	274	527	345	384	440	033	344	563	738	775	725	790	570	447	503	579	755	733	715	602	909	314	768	515	520	C-002
509	554	219	390	235	164	294	265	529	345	365	457	059	385	586	745	781	719	792	546	431	462	623	828	750	759	598	962	218	640	451	465	C-003
339	284	178	208	148	142	195	165	333	160	230	317	005	211	351	484	541	460	536	341	314	364	338	375	469	383	332	496	281	382	326	367	C-004
485	525	293	379	208	240	293	330	524	351	420	431	079	427	569	805	902	710	874	440	390	518	328	463	491	509	328	554	200	626	520	743	C-005
516	557	243	393	205	211	304	308	544	369	437	437	050	375	611	812	861	744	857	517	446	576	398	511	587	559	441	653	325	788	611	687	C-006

Table V-2b (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83
	1		Grade	067	099	154	151	168	200	004	178	282	-037	090	068	176	033	042	032	093	-071	096	067	058	138	102	077	071	139
	2		Sex (1=M, 2=F)																										
1	3	R-101	Info I: Screening	101	080	221	275	187	287	-039	237	496	122	042	147	171	-035	-068	039	332	140	221	169	195	297	221	123	234	275
2	4	R-102	" Vocab I	256	270	375	433	319	468	001	412	438	168	-006	137	132	-080	-116	-036	316	234	223	216	129	288	197	120	284	214
3	5	R-103	" Literature	230	223	271	265	266	332	026	303	289	104	091	105	049	-100	-053	-040	256	209	289	175	153	217	092	075	181	157
4	6	R-104	" Music	059	084	148	199	248	280	020	255	284	163	077	084	120	-024	-002	041	162	157	159	082	109	244	290	170	301	207
5	7	R-105	" Soc.Studies	180	143	385	440	334	481	002	425	421	147	003	101	105	-089	-135	-033	330	228	278	165	132	316	188	089	272	242
6	8	R-106	" Math	130	054	153	277	229	315	052	298	236	197	076	040	191	024	049	042	024	120	054	021	248	322	216	203	247	347
7	9	R-107	" Phys. Sci	136	207	294	370	266	395	-042	332	310	121	-002	124	161	-015	-067	031	141	113	131	144	180	262	169	099	223	182
8	10	R-108	" Bio. Sci	168	214	324	328	272	374	032	342	342	057	-047	039	098	-129	-174	-086	254	212	257	122	052	263	147	095	181	129
9	11	R-109	" Sci Attitude	275	275	368	391	240	392	067	372	309	094	-046	153	068	-105	-127	008	254	209	164	201	101	211	105	057	178	129
10	12	R-110	" Aero & Space	080	188	277	349	177	325	-035	272	220	079	-027	075	043	-074	-126	-070	188	157	199	159	062	288	185	107	285	177
11	13	R-111	" Elec & Electron	211	179	309	352	203	344	048	322	307	126	-024	066	154	-045	-073	-067	147	155	099	145	179	298	221	093	280	260
12	14	R-112	" Mechanical	212	234	267	329	234	350	-027	237	370	136	-012	092	165	-005	-075	-021	202	112	129	143	169	343	290	141	366	273
13	15	R-113	" Farming	214	191	229	374	264	397	018	356	432	208	056	132	192	014	-020	023	236	142	154	161	221	361	277	149	328	273
14	16	R-114	" Home Ec	136	060	164	281	293	358	047	334	325	146	101	170	194	040	044	127	117	060	112	129	245	323	282	212	345	314
15	17	R-115	" Sports	103	153	307	348	208	345	-094	266	371	096	090	168	162	-062	-026	067	207	154	232	175	243	324	182	116	324	224
	18	R-131	Info II: Art	180	167	261	295	242	334	-022	286	258	077	-082	040	047	-070	-152	-059	224	151	142	102	139	252	096	096	227	183
	19	R-132	" Law	114	122	230	307	266	357	-081	283	311	120	-018	059	172	-093	-102	001	130	214	169	080	070	216	110	047	205	181
	20	R-133	" Health	118	169	284	286	310	373	014	334	388	073	-080	085	135	-129	-161	-015	258	223	164	127	086	270	159	058	190	157
	21	R-134	" Engineering	177	060	240	261	259	324	003	287	307	175	-021	023	150	-064	-082	-088	152	218	123	103	204	225	179	065	224	260
	22	R-135	" Architecture	004	009	108	130	179	194	-014	165	188	042	011	-012	089	019	-020	-058	097	007	064	031	122	166	129	037	120	126
	23	R-136	" Journalism	023	074	179	121	003	076	-093	030	062	038	-054	073	015	-017	-077	015	049	052	047	088	052	055	025	070	061	-027
	24	R-137	" Foreign Travel	196	175	208	185	163	217	-039	176	214	114	009	137	111	074	-031	074	098	-009	080	127	057	112	120	074	157	123
	25	R-138	" Military	055	002	073	159	183	214	-005	187	160	081	085	-002	174	096	020	095	-038	-062	131	-079	190	153	196	121	197	184
	26	R-139	" Acct,Bus,Sales	195	182	224	274	228	312	056	297	251	070	-032	021	085	-070	-113	-083	170	145	165	096	090	208	122	035	185	178
	27	R-140	" Pract.Knowl.	219	181	373	319	174	305	-063	244	355	033	-046	151	132	-165	-121	-061	226	240	152	206	104	225	129	009	192	144
	28	R-141	" Clerical	119	081	048	096	068	102	123	139	223	060	120	-012	181	054	083	052	023	-024	072	-059	107	180	099	092	163	113
	29	R-142	" Bible	156	103	231	142	113	159	027	151	217	109	038	041	083	-017	-028	011	136	106	131	048	191	180	191	100	086	189
	30	R-143	" Colors	114	175	139	055	134	119	015	111	129	023	038	074	-011	-076	-064	011	155	116	205	093	-062	132	094	000	090	179
	31	R-144	" Etiquette	050	103	114	028	194	141	-033	111	163	100	065	051	133	139	074	019	015	-103	-020	054	175	151	055	047	109	185
	32	R-145	" Hunting	072	047	082	265	173	272	-059	216	247	075	-061	067	111	-044	-076	-006	134	115	032	096	066	177	091	051	130	097
	33	R-146	" Fishing	030	019	151	131	096	141	036	139	144	105	-032	138	085	066	-040	144	054	-005	016	071	215	268	152	144	199	229
	34	R-147	" Outdr Act(Other)	101	107	251	266	241	316	060	302	315	056	-085	040	079	-088	-153	-106	247	158	140	141	088	230	163	123	290	140
	35	R-148	" Photography	167	101	231	188	089	171	-039	135	103	-021	-029	136	-018	-131	-118	-017	135	155	182	200	017	178	075	037	091	084
	36	R-149	" Games	136	147	296	219	133	218	005	194	314	090	-001	116	233	-037	-055	048	058	117	108	119	059	284	154	158	263	168
	37	R-150	" Theater,ballet	124	096	194	203	246	281	037	263	236	055	-008	081	147	-045	-062	013	078	101	109	100	144	197	133	084	180	221
	38	R-151	" Foods	-040	-086	-006	-057	-047	-065	065	-031	-007	101	022	-010	033	070	009	045	-049	-014	026	-050	035	124	109	130	146	121
	39	R-152	" Miscellaneous	035	088	113	152	095	153	045	153	255	171	-039	058	148	-030	-074	024	097	170	071	059	160	219	144	102	223	139
	40	R-162	" Vocabulary II	230	272	374	341	241	361	-028	307	291	071	-058	064	047	-166	-160	-096	260	270	208	165	018	185	128	-042	221	134
	41	R-172	Vocab Tot. (I & II)	282	309	428	458	333	492	-010	429	442	153	-027	128	118	-125	-150	-065	339	281	248	226	104	288	197	073	299	212
16	42	R-190	Info I Total	241	241	390	476	357	518	005	458	494	187	035	155	189	-064	-093	001	308	227	258	211	229	410	286	170	379	322
	43	R-192	Info II Total	221	195	373	379	336	446	002	393	439	145	-029	111	196	-067	-135	-066	240	199	214	156	202	367	242	142	322	298
	44	R-100	Info Total (I & II)	244	235	400	462	365	515	004	455	496	181	015	146	199	-068	-111	-002	298	227	254	201	229	412	283	168	375	327
17	45	R-211	Memory for Sentences	276	228	335	322	277	373	012	334	385	121	-045	112	153	-049	-145	017	233	157	202	139	027	141	084	005	087	123
18	46	R-212	Memory for Words	139	200	299	262	228	317	046	298	359	127	057	075	160	012	003	031	197	087	107	077	092	197	133	067	083	118
19	47	R-220	Disguised Words	214	232	346	330	224	344	076	333	284	175	175	180	188	097	110	130	081	008	127	140	145	251	148	018	201	170
20	48	R-231	English: Spelling	058	104	202	312	203	320	099	319	355	058	068	032	185	-075	-015	-026	161	142	167	064	-020	211	131	020	129	151
21	49	R-232	" Capitalization	193	230	327	276	299	371	075	357	439	060	-004	152	114	-123	-143	028	340	206	280	185	-008	198	147	-006	116	197
22	50	R-233	" Punctuation	171	266	361	420	259	421	203	452	333	052	-024	078	054	-197	-168	-108	297	297	291	125	-096	166	121	-016	052	175
23	51	R-234	" Usage	195	214	357	373	275	402	030	366	393	044	018	108	111	-146	-113	002	293	224	264	145	105	187	133	-085	079	163
24	52	R-235	" Eff. Exp.	173	210	316	323	294	385	003	340	288	038	-040	038	094	-223	-124	-093	200	319	171	127	-056	120	118	-051	073	089
25	53	R-230	" Total	220	278	418	424	363	490	108	475	474	056	009	118	128	-192	-153	-031	361	273	326	186	-020	230	166	-044	116	211
26	54	R-240	Word Functions	121	208	246	244	207	281	114	293	111	088	131	148	066	-013	090	156	041	084	082	075	017	059	078	011	066	114
27	55	R-250	Reading Comprehension	278	289	402	405	261	414	-010	360	373	147	049	137	094	-063	-077	029	292	195	255	163	108	231	184	017	226	177
28	56	R-260	Creativity	258	361	342	256	221	297	047	281	190	120	051	067	038	-009	-029	-048	161	104	162	131	067	215	131	070	221	153
29	57	R-270	Mechanical Reasoning	369	519	485	313	277	367	061	348	284	196	091	321	109	-006	004	147	177	159	176	322	011	163	092	019	193	130
30	58	R-281	Vis. in 2 Dimens		423	353	197	112	191	034	182	106	149	035	238	-027	-088	-032	061	148	229	136	276	-039	022	-038	-146	033	078
31	59	R-282	Vis. in 3 Dimens	423		418	256	151	252	-020	215	114	007	028	184	-063	-109	-034	017	201	147	125	238	-153	-029	-071	-158	011	-022
32	60	R-290	Abstract Reasoning	353	418		383	263	401	-039	338	252	027	-037	240	014	-165	-106	019	258	235	140	311	-160	056	-045	-126	018	071
33	61	R-311	Math I	197	256	383		282	788	074	724	407	138	-028	032	154	-119	-102	-075	256	261	150	105	005	196	092	-008	162	151
34	62	R-312	Math II	112	151	263	282		813	080	748	362	035	-008	-021	149	-060	-064	-097	213	106	114	049	-006	116	103	059	153	158
35	63	R-320	Math I & II	191	252	401	788	813		096	919	479	107	-022	006	189	-111	-103	-107	292	226	164	095	-000	193	122	033	196	193
36	64	R-333	Math III	034	-020	-039	074	080	096		480	-025	096	086	-082	053	076	090	048	-092	-025	-009	-151	-082	099	023	004	034	030
37	65	R-340	Math Total(I+II+III)	182	215	338	724	748	919	480		412	132	014	-027	187	-068	-055	-076	221	187	141	024	-033	210	117	031	186	182
42	66	R-410	Arith Computation	106	114	252	407	362	479	-025	412		232	242	191	633	073	120	126	317	083	244	158	179	217	216	115	257	243
43	67	R-420	Table Reading	147	007	027	138	035	107	096	132	232		402	245	353	641	406	376	-179	-065	-015	028	414	223	209	185	216	279
44	68	R-430	Clerical Checking	035	028	-037	-028	-008	-022	086	014	242	402		340	351	417	877	486	-166	-233	236	069	274	128	145	105	146	177
45	69	R-440	Object Inspection	238	184	240	032	-021	006	-082	-027	191	245	340		149	102	255	685	026	055	168	806	122	150	057	062	037	095
46	70	A-410	Arith Computation	-027	-063	014	154	149	189	053	187	633	353	351	149		434	394	360	-533	-293	-091	-089	318	205	205	187	263	302
47	71	A-420	Table Reading	-068	-109	-165	-119	-060	-111	076	-068	073	641	417	102	434		529	480	-451	-808	-232	-250	448	160	172	219	193	229
48	72	A-430	Clerical Checking	-032	-034	-106	-102	-064	-103	090	-055	120	406	877	255	394	529		503	-352	-376	-260	-061	334	135	147	116	139	190
49	73	A-440	Object Inspection	061	017	019	-075	-097	-107	048	-076	126	376	486	685	360	480	503		-364	-335	-040	122	329	206	157	186	135	186
38	74	F-410	Arith Computation	148	201	258	256	213	292	-092	221	317	-179	-166	026	-533	-451	-352	-364		449	377	282	-195	-014	-015	-103	-042	-105
39	75	F-420	Table Reading	229	147	235	261	106	226	-025	189	083	-065	-233	055	-293	-808	-376	-335	449		290	347	-265	-036	-064	-143	-085	-083
40	76	F-430	Clerical Checking	136	125	140	150	114	164	-009	141	244	-015	236	168	-091	-232	-260	-040	377	290		261	-123	-015	-006	-024	012	-029
41	77	F-440	Object Inspection	276	238	311	105	049	095	-151	024	158	028	069	806	-089	-250	-061	122	282	347	261		-100	037	-049	-066	-059	-022
50	78	A-500	Preferences	-039	-153	-160	005	-006	-000	-082	-033	179	414	274	127	318	448	334	329	-195	-265	-123	-100		348	363	374	320	422
51	79	R-601	SAI: Sociability	022	-029	056	196	116	193	099	210	217	223	128	150	205	160	139	206	-014	-036	-015	037	348		580	495	584	580
52	80	R-602	" Soc.Sensitivity	-038	-071	-045	092	103	122	023	117	216	209	145	057	205	172	147	157	-015	-064	-006	-049	363	580		543	638	650
53	81	R-603	" Impulsiveness	-146	-158	-126	-008	059	033	004	031	115	185	105	062	187	219	116	186	-103	-143	-024	-066	374	495	543		489	423
54	82	R-604	" Vigor	033	011	018	162	153	196	034	186	257	216	146	037	263	193	139	135	-042	-085	012	-059	320	584	638	489		579
55	83	R-605	" Calmness	078	-022	071	151	158	193	030	182	243	279	177	095	302	229	190	186	-105	-083	-029	-022	422	580	650	423	579	
56	84	R-606	" Tidiness	-031	-042	006	084	119	127	011	116	219	208	104	075	278	181	099	097	-101	-075	010	023	315	566	652	503	628	554
57	85	R-607	" Culture	-008	-081	-037	166	090	159	083	173	254	224	101	003	236	154	103	120	-012	-029	-006	-094	347	620	657	470	647	611
58	86	R-608	" Leadership	-209	-179	-174	-027	-042	-043	011	-034	052	220	111	-040	219	293	189	107	-211	-212	-160	-141	216	310	460	414	485	415
59	87	R-609	" Self-Confidence	003	006	048	087	131	137	-005	119	186	072	105	184	090	060	067	160	092	-023	075	121	315	391	267	273	205	340
60	88	R-610	" Mature Personality	-050	-094	-047	034	101	085	076	105	164	160	146	053	192	151	151	136	-056	-073	-012	-039	383	575	690	499	599	654
	89	F-701	Int Inv: Phys Sci	040	005	-054	-024	-140	-105	-022	-101	-177	-021	-096	050	-232	-037	-070	-114	091	032	-051	161	009	-031	-073	030	-154	-169
	90	F-702	" Biol Sci & Med	102	131	043	044	-087	-029	-043	-043	-135	-009	-107	055	-236	-083	-130	-108	141	101	049	163	-077	-076	-117	-010	-124	-138
	91	F-703	" Pub Serv.	064	098	042	-001	-094	-061	-055	-076	-119	032	-080	-005	-186	-031	-107	-149	097	065	057	114	-014	-065	-070	-011	-101	-145
	92	F-704	" Lit-Ling.	067	080	085	045	-035	005	000	004	-062	019	-124	060	-184	-040	-125	-138	159	066	003	194	-014	-005	-073	030	-108	-106
	93	F-705	" Soc.Serv.	104	106	126	083	-026	034	-048	011	-051	-016	-132	063	-203	-078	-170	-153	193	089	080	210	-034	-024	-087	025	-098	-133
	94	F-706	" Artistic	-035	026	043	038	-015	013	-052	-009	-002	-037	-074	018	-120	-075	-088	-093	145	068	030	100	-039	-015	-016	036	-056	-112
	95	F-707	" Musical	090	110	169	165	115	174	-016	147	033	008	-113	-021	-113	-090	-142	-151	175	123	059	094	-002	032	-084	-016	-059	-101
	96	F-708	" Sports	090	-006	-084	-121	-141	-164	-018	-152	-232	-062	-077	-000	-236	001	-047	-114	035	-049	-060	092	-084	-188	-134	-018	-211	-192
	97	F-709	" Outdr Rec.	-029	-042	-175	-108	-127	-147	-043	-146	-216	023	-003	-038	-159	106	032	-064	-041	-121	-072	000	-036	-177	-129	-039	-153	-169
	98	F-710	" Bus.-Mgmt.	106	087	078	013	-040	-017	022	-007	-121	028	-105	030	-195	-072	-118	-164	107	116	027	174	-076	-038	-072	025	-085	-141
	99	F-711	" Sales	063	088	109	038	-015	014	060	036	-056	072	-049	070	-146	-040	-073	-118	118	107	049	191	-056	-071	-025	005	-078	-122
	100	F-712	" Computation	101	099	166	109	-002	065	-005	055	-063	001	-131	045	-231	-100	-154	-192	213	131	048	217	-049	-006	-064	048	-046	-117
	101	F-713	" Office Work	138	119	217	136	087	139	-044	105	-012	004	-126	078	-168	-095	-153	-130	193	127	054	211	-041	039	-024	037	-033	-061
	102	F-714	" Mech-Tech	112	063	063	-027	-028	-034	-009	-034	-181	035	-143	053	-263	-003	-128	-078	125	030	-030	136	-037	-075	-095	016	-087	-137
	103	F-715	" Skilled Trades	119	092	136	098	011	066	-012	054	-052	045	-115	102	-161	-074	-155	-100	141	131	082	220	-015	-020	-039	-006	-045	-093
	104	F-716	" Farming	070	019	059	020	-020	-001	-008	-004	-061	081	-024	058	-091	034	-008	-056	045	018	-031	125	024	-098	-100	055	-112	-140
	105	F-717	" Labor	148	107	191	129	112	150	-072	104	041	038	-092	040	-163	-089	-148	-122	245	145	115	153	053	-015	-002	-002	005	-051
	106	C-001	Composite: I.Q.Comp.	363	412	751	655	337	614	-004	540	431	135	007	189	102	-136	-116	006	347	280	249	253	001	212	116	-043	185	174
	107	C-002	" Gen.Acad.Apt.	302	361	553	603	517	698	082	647	535	122	016	133	158	-166	-143	-037	391	310	322	212	028	282	195	-003	213	252
	108	C-003	" Verbal	266	316	457	467	393	536	085	506	506	093	014	135	132	-191	-159	-044	391	319	349	220	030	273	185	-007	183	233
	109	C-004	" Quantitative	187	192	322	653	761	884	479	969	413	161	037	-021	213	-045	-029	-054	191	183	133	015	029	262	158	083	225	247
	110	C-005	" Technical	290	375	452	454	327	485	012	432	419	175	008	185	173	-048	-098	006	245	197	213	247	149	356	248	120	346	262
**	111	C-006	" Sci. Apt.	354	424	635	656	478	705	112	665	482	183	020	167	170	-092	-103	-011	318	260	249	236	077	326	206	057	302	260

Table V-2b (continued)

Tidiness	Culture	Leadership	Self-Confidence	Mature Personality	Phys Sci.	Biol Sci & Med	Pub Serv.	Lit-Ling.	Soc.Service	Artistic	Musical	Sports	Outdr Rec.	Bus.-Mgmt	Sales	Computation	Office Work	Mech-Tech	Skilled Trades	Farming	Labor	I.Q. Comp.	Gen.Acad.Apt.	Verbal	Quantitative	Technical	Sci. Apt.			
84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	MEAN	S.D.	Code
119	065	-070	108	065	-007	037	-011	072	098	086	100	-060	-072	029	061	074	142	-001	133	-002	193	141	199	198	163	229	208	8.0018	2.1988	
																												1.0000	.0000	
187	307	-074	319	253	003	035	056	113	089	134	142	-070	-132	042	076	123	123	-065	140	027	165	413	521	544	284	525	496	8.7986	2.6681	R-101
183	213	-109	267	148	041	081	159	186	199	153	277	-020	-120	173	175	240	294	087	262	067	302	633	681	688	464	777	765	5.9364	3.3107	R-102
178	158	-118	252	092	083	082	081	095	180	075	234	-035	-093	108	202	203	233	148	244	068	249	483	565	635	378	604	602	5.9894	2.9349	R-103
265	216	105	134	238	-017	-030	016	-026	083	058	052	-104	-125	058	103	082	147	091	096	029	151	281	408	438	326	423	404	2.5901	1.7869	R-104
225	236	-022	225	195	-053	-044	057	017	086	036	159	-112	-181	066	152	156	218	064	183	062	281	640	683	657	479	666	717	6.6643	4.1630	R-105
304	285	097	247	329	-101	-119	009	-059	-007	-062	093	-112	-075	018	016	017	050	-053	063	-084	092	323	446	426	509	478	493	3.7491	2.1546	R-106
218	218	-015	248	150	-029	-043	089	060	146	041	141	-030	-103	083	130	111	225	071	177	059	223	509	556	538	389	754	679	4.4452	2.6092	R-107
132	159	-048	219	167	-016	-033	008	019	091	-006	111	-130	-147	030	094	129	113	012	104	000	127	498	568	560	372	682	631	3.3004	1.9032	R-108
052	131	-127	081	065	086	113	086	174	197	145	222	-012	-135	152	187	147	242	091	263	072	271	528	582	581	391	611	619	3.0707	1.8704	R-109
261	248	032	160	146	066	068	086	111	175	126	156	-065	-082	147	179	204	261	093	276	097	269	441	448	450	312	632	570	2.2933	1.5830	R-110
254	240	006	226	216	-037	022	105	065	100	065	159	-099	-121	077	128	123	138	009	131	023	179	482	541	551	392	773	671	4.3004	2.4141	R-111
279	344	-022	262	258	007	080	083	138	195	122	196	-094	-167	142	188	185	192	-023	200	007	278	490	543	539	342	805	685	6.3180	3.3013	R-112
202	259	-043	290	241	017	076	094	130	146	126	211	-068	-194	110	147	172	195	009	177	-060	246	496	593	606	385	684	640	4.3251	2.5265	R-113
244	280	028	266	257	-028	-054	-001	019	046	012	084	-093	-163	033	064	068	172	-019	121	-011	241	357	446	435	386	556	513	4.9505	2.5372	R-114
185	248	027	264	156	-039	-044	000	-005	030	068	099	-213	-124	006	042	100	166	027	130	005	208	495	556	565	313	545	559	3.6360	2.2436	R-115
158	216	-035	231	157	-034	003	043	036	109	-080	185	-041	-124	067	062	122	168	088	149	-006	209	464	522	528	329	515	539	2.7385	1.8950	R-131
158	164	019	160	094	-179	-125	-052	-076	-038	-039	073	-237	-257	-104	-125	-033	058	-069	025	-129	068	401	442	417	308	379	431	2.5548	1.4488	R-132
195	152	-004	168	128	-087	-072	044	-014	007	015	136	-141	-226	047	027	052	125	-029	049	-038	135	538	594	566	386	487	575	2.6042	1.8312	R-133
157	214	080	238	246	-093	-083	-014	-018	039	-047	029	-164	-165	-024	005	013	054	-037	080	-062	117	361	412	408	330	430	443	1.5901	1.1368	R-134
121	164	-027	145	102	-046	-018	-017	-022	019	015	-052	-072	-075	-075	-004	028	-005	039	080	018	106	209	274	294	180	241	257	1.5654	1.0511	R-135
067	038	-021	092	-034	-016	-036	048	071	022	-034	053	-042	-049	-003	069	055	066	024	097	131	087	245	186	183	069	255	260	.6820	.7081	R-136
124	100	061	111	095	027	069	144	123	185	044	148	009	-088	135	141	175	254	079	176	040	203	360	371	362	204	413	419	1.3816	1.0993	R-137
241	149	146	129	196	-082	-104	-064	-088	-020	-027	-008	-048	-049	-062	-035	-038	-018	040	030	-008	010	250	306	299	231	248	284	1.3675	1.1757	R-138
132	173	-070	148	162	-001	014	075	082	117	075	141	-030	-152	046	096	123	138	059	138	-043	210	441	507	509	339	485	516	2.1166	1.4232	R-139
121	157	-088	216	118	-112	-021	010	002	025	021	140	-167	-291	022	004	110	138	-032	074	-040	154	529	557	554	284	525	557	1.3640	1.0972	R-140
112	164	072	123	147	-055	001	046	-031	002	-041	-037	-048	-118	-034	029	015	040	010	093	013	082	130	191	219	178	293	243	.6820	.6826	R-141
137	136	-058	210	195	-076	-126	-003	-059	-023	-070	005	-109	-183	-051	011	001	003	010	009	-036	033	364	396	390	208	379	393	3.3428	2.0157	R-142
097	177	-021	119	101	023	037	-033	028	006	015	086	-036	-212	-014	022	021	078	-045	032	-121	050	149	220	235	148	208	205	.8375	.7730	R-143
173	152	049	196	124	046	-011	018	037	022	059	080	-062	-033	-013	006	055	010	008	-009	036	046	137	175	164	142	240	211	.4099	.5664	R-144
065	200	003	102	102	028	045	008	047	017	036	113	-150	-236	-005	-006	130	060	-086	039	-093	036	278	308	294	195	293	304	1.3640	1.0678	R-145
187	231	014	214	141	016	025	065	063	049	059	125	-079	-101	030	015	055	084	054	044	-007	047	256	274	265	165	330	308	.9929	.9453	R-146
146	156	-024	214	173	-036	-009	076	080	077	034	187	-108	-165	068	083	180	184	017	111	042	152	470	527	529	333	524	544	2.2085	1.5170	R-147
045	065	-004	219	078	008	013	055	014	090	019	121	-030	-042	091	075	111	103	034	119	-021	099	334	345	345	166	351	369	.5618	.6460	R-148
233	155	-008	114	084	-096	-013	026	020	040	057	100	-157	-223	017	067	062	086	-049	083	010	069	397	384	365	230	420	437	1.2933	1.0152	R-149
231	246	-010	174	187	029	-011	-027	015	088	006	144	-055	-173	055	103	103	144	060	139	039	159	343	440	457	317	431	437	1.9046	1.2239	R-150
150	098	118	078	131	-110	-081	-032	-081	-134	-088	-106	-044	-078	-044	034	-061	-067	-016	-059	-077	-008	021	033	059	005	079	050	.6537	.7487	R-151
121	210	020	156	137	-078	-052	079	-004	-014	-037	077	-153	-167	018	036	026	048	-013	046	-016	146	277	344	385	211	427	375	2.4841	1.6638	R-152
097	143	-036	220	134	-072	001	049	042	099	-011	112	-056	-189	052	093	141	171	018	155	-010	195	547	583	586	351	569	611	2.4240	1.7515	R-162
175	216	-095	286	163	002	061	138	155	188	110	251	-037	-164	150	168	235	287	072	256	046	302	689	738	745	484	805	812	8.3604	4.4368	R-172
297	334	-035	332	272	-004	019	092	101	167	104	226	-115	-188	119	181	199	264	056	243	036	316	678	775	781	541	902	861	70.3675	27.2840	R-190
278	300	000	311	255	-087	-061	037	014	067	-005	163	-171	-288	016	058	118	164	018	138	-037	197	648	725	719	460	710	744	34.6600	14.0540	R-192
303	336	-024	339	278	-032	-067	077	076	140	072	214	-138	-229	089	147	180	241	045	218	013	289	696	790	792	536	874	857	105.0200	39.6620	R-100
061	099	-122	131	065	-081	-062	-021	043	086	026	158	-131	-208	-023	-045	042	073	-049	058	-039	089	495	570	546	341	440	517	6.4064	3.2781	R-211
072	166	-117	209	104	-052	-033	021	043	043	022	054	-129	-184	-009	042	066	064	-079	009	-084	049	416	447	431	314	390	446	6.6855	3.6139	R-212
150	145	-047	154	108	-043	-041	032	062	081	052	139	-040	-049	043	080	125	132	-017	125	011	125	518	503	462	364	518	576	6.6078	3.8169	R-220
114	139	032	203	133	-122	-103	-075	-089	-030	-035	004	-089	-180	-074	-035	-007	015	-132	-055	-075	017	366	579	623	338	328	398	4.6360	2.4865	R-231
102	156	-077	216	112	-091	-058	-052	-000	024	-015	043	-116	-164	-029	042	021	104	002	069	-050	125	453	755	828	375	463	511	21.5866	7.1182	R-232
111	161	-114	166	122	-059	-029	-042	-001	042	010	097	-041	-147	-028	070	050	080	-069	048	-026	066	532	733	750	469	491	587	10.2403	3.7349	R-233
065	143	-184	217	098	-054	003	-019	003	039	009	203	-191	-248	-001	053	049	110	-061	065	-068	133	511	715	759	383	509	559	10.9788	3.8361	R-234
047	110	-077	109	086	-113	-016	-053	-048	-045	014	091	-098	-186	-034	-019	020	071	-051	019	-052	088	466	602	598	332	328	441	5.1060	2.4457	R-235
107	177	-128	248	155	-113	-056	-075	-028	007	-021	111	-146	-236	-034	036	025	105	-047	055	-080	116	608	909	962	496	554	653	52.5600	15.3339	R-230
064	121	023	027	116	-168	-088	-068	-074	-048	-033	002	-070	-097	-108	-018	-072	003	-066	-015	004	014	349	314	218	281	200	325	5.0389	2.3630	R-240
123	170	-065	187	151	-090	-060	043	010	051	-019	167	-145	-232	036	065	115	128	030	110	-010	153	871	769	640	382	626	788	12.6360	7.2036	R-250
179	166	017	194	074	-095	-024	011	006	062	-032	154	-066	-115	069	060	037	071	-044	049	-087	047	479	515	451	326	520	611	4.5901	2.7357	R-260
043	043	-135	162	037	032	128	137	186	195	107	212	-040	-136	184	190	205	228	068	178	043	196	565	520	465	362	743	687	7.3251	3.5119	R-270
-031	-068	-209	003	-050	040	102	064	067	104	-035	090	090	-029	106	063	101	138	112	119	070	148	363	302	266	187	290	354	8.9117	5.5604	R-281
-042	-081	-179	006	-094	005	131	098	080	106	026	110	-006	-042	087	088	093	119	063	092	019	107	412	361	316	192	375	424	5.9258	2.7129	R-282
006	-037	-174	048	-047	-054	043	042	085	126	043	169	-084	-175	078	109	166	217	063	136	059	191	751	553	457	322	452	635	4.8057	2.9489	R-290
084	166	-027	087	034	-024	044	-001	045	083	038	165	-121	-108	013	038	109	136	-027	098	020	129	655	603	467	653	454	656	4.2226	2.2715	R-311
119	090	-042	131	101	-140	-087	-094	-035	-026	-015	115	-141	-127	-040	-015	-002	087	-028	011	-020	112	337	517	393	761	327	478	5.3074	2.4044	R-312
127	157	-043	137	085	-105	-029	-061	005	034	013	174	-164	-147	-017	014	065	139	-034	066	-001	150	614	698	536	884	485	705	9.5300	3.7447	R-320
011	083	011	-005	076	-022	-043	-055	000	-048	-052	-016	-018	-043	022	060	-005	-044	-009	-012	-008	-072	-004	082	085	479	012	112	2.1625	1.6806	R-333
116	173	-034	119	105	-101	-043	-076	004	011	-009	147	-152	-146	-007	036	055	105	-034	054	-004	104	540	647	566	969	432	665	11.6926	4.2434	R-340
219	254	052	186	164	-177	-135	-119	-062	-051	-002	033	-232	-216	-121	-056	-063	-012	-181	-052	-061	041	431	535	506	413	419	482	23.6643	10.0698	R-410
208	224	220	072	160	-021	-009	032	019	-016	-037	008	-062	023	028	072	001	004	335	045	081	038	135	122	093	161	175	183	6.3675	5.9022	R-420
104	101	111	105	146	-096	-107	-080	-124	-132	-074	-113	-077	-003	-105	-049	-131	-126	-143	-115	-024	-092	007	016	014	037	008	020	27.5371	13.3558	R-430
075	003	-040	184	053	052	055	-005	060	063	018	-021	-000	-038	030	070	045	078	053	102	058	040	189	133	135	-021	185	167	16.9717	7.2736	R-440
278	236	219	090	192	-232	-236	-186	-184	-203	-120	-113	-236	-159	-195	-146	-231	-168	-263	-161	-091	-163	102	158	132	213	173	170	32.6855	15.0520	A-410
181	154	293	060	151	-037	-083	-031	-040	-078	-075	-090	001	106	-072	-040	-100	-095	-063	-074	034	-089	-136	-166	-191	-045	-048	-092	19.0035	19.9738	A-420
099	103	169	067	151	-070	-130	-107	-125	-170	-080	-142	-047	032	-118	-073	-154	-153	-128	-155	-008	-148	-116	-143	-159	-029	-098	-103	37.7491	17.9223	A-430
097	120	157	160	136	-114	-108	-149	-138	-153	-093	-151	-114	-064	-164	-118	-192	-130	-078	-100	-056	-122	006	-037	-044	-054	006	-011	21.2367	8.6748	A-440
-101	-012	-211	092	-056	091	141	097	159	193	145	175	035	-041	107	118	213	193	125	141	045	245	347	391	391	191	245	318	-.3399	36.8683	F-410
-075	-029	-212	-023	-073	032	101	065	066	089	068	123	-049	-121	116	107	131	127	030	131	018	145	280	310	319	183	197	260	-.6268	15.3579	F-420
010	-006	-160	075	-012	-051	049	057	003	080	030	059	-060	-072	027	049	048	054	-030	082	-031	115	249	322	349	133	213	249	-.0198	26.6190	F-430
023	-094	-141	121	-039	161	163	114	194	210	100	094	092	000	174	191	217	211	136	220	125	153	253	212	220	015	247	236	12.7067	10.6829	F-440
315	347	216	315	383	009	-077	-014	-014	-034	-039	-002	-084	-036	-076	-056	-049	-041	-037	-015	024	053	001	028	030	029	149	077	58.1307	36.0289	A-500
566	620	310	391	575	-031	-076	-065	-005	-024	-015	032	-188	-177	-038	-071	-006	039	-075	-020	-098	-015	212	282	273	262	356	326	4.3463	2.4042	R-601
652	657	460	267	690	-073	-117	-070	-073	-087	-016	-084	-134	-129	-072	-025	-064	-024	-095	-039	-100	-002	116	195	185	158	248	206	2.8657	1.9955	R-602
503	470	414	273	499	035	-010	-011	030	025	036	-016	-018	-039	025	005	048	037	016	-006	055	-002	-043	-003	-007	083	120	057	1.4364	1.6619	R-603
628	647	485	205	599	-154	-124	-161	-108	-098	-056	-059	-211	-153	-085	-078	-046	-033	-087	-045	-112	005	185	213	183	225	346	302	2.4064	1.7728	R-604
554	611	415	340	654	-169	-138	-145	-106	-133	-112	-101	-192	-169	-141	-122	-117	-061	-137	-093	-140	-051	174	252	233	247	262	260	2.5548	1.8868	R-605
	678	515	209	656	-093	-133	-093	-099	-073	-056	-054	-073	-042	-066	-023	-081	002	-038	-011	-010	019	097	157	147	180	256	211	3.5053	2.2930	R-606
678		393	786	645	-114	-153	-157	-136	-133	-071	-073	-155	-159	-135	-097	-112	-087	-119	-079	-164	-012	133	215	207	221	275	242	3.5018	2.1278	R-607
515	393		083	478	-160	-177	-116	-204	-144	-163	-191	-049	-000	-137	-127	-161	-141	-083	-142	-073	-193	-118	-110	-137	-006	-053	-075	1.3958	1.2735	R-608
209	786	083		335	-053	-079	-058	-013	-063	-020	013	-110	-138	-095	-075	-019	-032	-086	-082	-092	-052	156	263	292	168	289	250	3.5866	1.8476	R-609
656	645	478	335		-164	-179	-123	-125	-115	-063	-069	-132	-111	-105	-105	-117	-123	-177	-077	-162	-086	080	172	169	182	214	174	7.8233	4.0786	R-610
-093	-114	-160	-053	-164		786	651	795	751	643	595	570	328	746	664	768	703	705	689	496	539	-082	-125	-074	-122	004	-071	49.1979	12.1409	F-701
-133	-153	-177	-079	-179	786		621	751	729	642	601	558	316	747	657	758	677	614	654	424	547	-008	-055	-017	-078	061	004	25.6431	6.3816	F-702
-093	-157	-116	-058	-123	651	621		757	683	583	551	418	254	739	598	687	587	500	623	400	468	043	-033	-015	-073	122	056	34.2580	11.2237	F-703
-099	-136	-204	-013	-125	795	751	757		811	743	713	528	320	835	706	813	744	623	753	490	584	053	000	027	-017	143	082	50.3428	11.4132	F-704
-073	-133	-144	-063	-115	751	729	683	811		660	634	561	339	790	705	777	751	646	770	527	616	104	040	074	-002	211	143	37.7703	8.5324	F-705
-056	-071	-163	-020	-063	643	642	583	743	660		625	469	329	698	586	661	635	536	645	439	516	016	-010	020	-029	108	044	22.5371	5.2546	F-706
-054	-073	-191	013	-069	595	601	551	713	634	625		389	198	677	493	653	607	447	558	312	448	212	185	176	147	228	241	16.6996	4.1174	F-707
-073	-155	-049	-110	-132	570	558	418	528	561	469	389		572	552	492	493	512	567	501	462	397	-153	-174	-126	-162	-098	-152	22.0212	6.3826	F-708
-042	-159	-000	-138	-111	328	316	254	320	339	329	198	572		351	393	319	285	413	366	494	300	-239	-258	-232	-149	-175	-226	7.8763	2.7884	F-709
-066	-135	-137	-095	-105	746	747	739	835	790	698	677	552	351		777	813	755	670	794	510	671	057	001	023	-004	159	074	42.7845	9.9309	F-710
-023	-097	-127	-075	-105	664	657	598	706	705	586	499	492	393	777		738	728	679	756	502	650	094	062	095	034	211	146	19.2191	4.4567	F-711
-081	-112	-161	-019	-117	768	758	687	813	777	661	653	493	318	813	738		766	663	769	511	639	165	087	102	044	218	181	32.5088	7.5749	F-712
002	-087	-141	-032	-123	703	677	587	744	751	635	607	512	285	755	728	766		722	791	507	734	201	161	179	098	262	231	23.2049	5.7938	F-713
-038	-119	-083	-086	-177	705	614	500	623	646	536	447	567	413	670	679	683	722		771	596	683	037	-024	001	-043	047	023	44.1590	10.4576	F-714
-011	-079	-142	-082	-077	689	654	623	753	770	645	558	501	366	794	756	769	791	771		574	781	147	104	135	056	237	184	58.1095	11.9133	F-715
-010	-164	-073	-092	-162	496	424	400	490	527	439	312	462	494	510	502	511	507	596	574		524	023	-051	-042	-027	047	016	19.9223	5.6413	F-716
019	-012	-193	-052	-086	539	547	468	584	616	516	448	397	300	671	650	639	734	683	781	524		204	176	194	109	288	243	33.9576	6.9536	F-717
097	133	-118	156	080	-082	-008	043	053	104	016	212	-153	-239	057	094	165	201	037	147	023	204		843	692	528	679	903	78.8269	35.8438	C-001
157	215	-110	263	172	-125	-055	-033	000	048	-010	185	-174	-258	001	062	087	161	-024	104	-051	176	843		948	673	716	883	277.4276	82.7489	C-002
147	207	-137	292	169	-074	-017	-015	027	074	020	176	-126	-232	023	095	102	179	001	135	-042	194	692	948		545	695	773	66.7562	17.9144	C-003
180	221	-006	168	182	-122	-078	-073	-017	-002	-029	147	-162	-149	-004	034	044	098	-043	056	-027	109	528	673	545		480	695	50.6459	17.1775	C-004
256	275	-053	289	214	004	061	122	143	211	108	228	-098	-175	158	211	218	262	047	237	047	288	679	716	645	488		842	27.9823	11.4000	C-005
211	242	-075	250	174	-071	004	056	082	143	044	241	-152	-226	094	146	181	231	023	184	016	243	903	883	773	695	852		226.5901	74.8143	C-006

Table V-2 (continued)

Table V-2c. 15-year-old boys irrespective of school status (Population from Tables V-2a and V-2b combined) (N=3656)

Var*	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade			389	404	372	298	380	333	303	355	354	254	259	349	324	288	351	327	310	368	296	217	260	284	190
	2		Sex (1=M, 2=F)																									
1	3	R-101	Info I: Screening	189			526	456	407	559	374	440	448	464	358	378	510	497	432	480	439	413	467	441	276	322	346	264
2	4	R-102	" Vocab I	404		526		742	656	757	688	724	679	644	652	634	659	599	525	616	675	620	675	570	478	571	592	480
3	5	R-103	" Literature	372		456	742		674	735	666	628	609	561	589	494	490	463	442	565	684	589	609	470	499	570	608	502
4	6	R-104	" Music	298		407	656	674		638	602	568	532	481	523	482	441	392	442	520	621	512	545	436	449	532	538	425
5	7	R-105	" Soc.Studies	380		559	757	735	638		656	690	652	600	597	541	566	544	496	633	654	617	652	521	478	559	623	499
6	8	R-106	" Math	333		374	688	666	602	656		674	576	539	561	574	484	421	441	532	568	542	567	461	447	501	518	423
7	9	R-107	" Phys. Sci	303		440	724	628	568	690	674		663	556	640	695	582	521	469	483	582	539	596	506	406	468	534	414
8	10	R-108	" Bio. Sci	355		448	679	609	532	652	576	663		540	568	550	577	555	478	468	544	515	596	494	406	444	499	388
9	11	R-109	" Sci Attitude	354		464	644	561	481	600	539	556	540		481	471	526	481	431	520	529	515	533	448	371	445	452	343
10	12	R-110	" Aero & Space	254		358	652	589	523	597	561	640	568	481		618	551	425	404	442	530	509	504	466	387	459	509	421
11	13	R-111	" Elec & Electron	259		378	634	494	482	541	574	695	550	471	618		649	462	445	367	479	480	484	491	336	397	425	323
12	14	R-112	" Mechanical	349		510	659	490	441	566	484	582	577	526	551	649		619	501	455	471	473	524	525	336	401	421	323
13	15	R-113	" Farming	324		497	599	463	392	544	421	521	555	481	425	462	619		466	439	429	450	493	460	311	357	371	293
14	16	R-114	" Home Ec	288		432	525	442	442	496	441	469	478	431	404	445	501	466		387	429	404	473	397	306	370	361	272
15	17	R-115	" Sports	351		480	616	565	520	633	532	483	468	520	442	367	455	439	387		520	500	508	404	366	489	456	427
	18	R-131	Info II:Art	327		439	675	684	621	654	568	582	544	529	530	479	471	429	429	520		579	608	503	459	543	591	455
	19	R-132	" Law	310		413	620	589	512	617	542	539	515	515	509	480	473	450	404	500	579		572	485	407	508	505	429
	20	R-133	" Health	368		467	675	609	545	652	567	596	596	533	504	484	524	493	473	508	608	572		520	417	504	518	396
	21	R-134	" Engineering	296		441	570	470	436	521	461	506	494	448	466	491	525	460	397	404	503	485	520		345	410	416	357
	22	R-135	" Architecture	217		276	478	499	449	478	447	406	406	371	387	336	336	311	306	366	459	407	417	345		381	421	372
	23	R-136	" Journalism	260		322	571	570	532	559	501	468	444	445	459	397	401	357	370	489	543	508	504	410	381		467	406
	24	R-137	" Foreign Travel	284		346	592	608	538	623	518	534	459	452	509	425	421	371	361	456	591	505	518	416	421	467		425
	25	R-138	" Military	190		264	480	502	425	499	423	414	388	343	421	323	323	293	272	427	455	429	396	357	372	406	425	
	26	R-139	" Acct,Bus,Sales	319		399	604	578	519	591	538	509	483	495	470	455	470	418	414	476	561	555	545	451	397	503	468	411
	27	R-140	" Pract.Knowl.	359		525	591	529	478	576	456	483	472	500	433	425	499	426	426	496	561	532	576	510	353	453	473	357
	28	R-141	" Clerical	280		322	448	423	377	420	430	382	364	345	328	323	352	329	337	362	416	402	417	349	302	377	347	298
	29	R-142	" Bible	269		379	575	601	482	603	518	520	503	473	450	370	405	414	376	435	529	510	517	419	393	454	478	421
	30	R-143	" Colors	094		173	269	260	260	243	260	250	224	208	203	223	206	173	187	180	265	235	240	194	204	201	238	174
	31	R-144	" Etiquette	179		228	327	293	272	305	328	284	246	285	237	241	239	222	213	286	290	265	282	249	223	252	250	231
	32	R-145	" Hunting	126		233	261	158	111	230	139	230	306	228	216	230	364	388	193	176	165	214	227	260	137	118	180	153
	33	R-146	" Fishing	142		249	298	238	207	250	214	271	315	245	270	259	329	326	265	233	259	270	289	288	186	190	188	178
	34	R-147	" Outdr Act(Other)	325		487	644	557	488	597	529	569	553	525	507	497	554	509	455	515	565	535	590	535	395	465	488	379
	35	R-148	" Photography	238		331	486	430	398	451	417	406	385	392	385	385	385	331	323	372	452	399	460	382	303	377	379	279
	36	R-149	" Games	254		365	499	490	450	484	479	448	399	409	374	372	360	305	349	440	462	432	453	398	319	384	392	334
	37	R-150	" Theater,ballet	311		400	628	628	585	586	538	493	485	488	484	424	442	389	400	494	629	563	565	444	408	541	532	426
	38	R-151	" Foods	145		163	375	394	389	332	356	300	270	253	289	278	251	173	255	279	362	294	314	247	267	300	334	289
	39	R-152	" Miscellaneous	319		439	637	611	555	624	565	569	517	495	506	482	472	424	410	505	593	542	586	481	433	496	525	439
	40	R-162	" Vocabulary II	353		461	738	677	617	703	622	625	605	573	559	532	553	503	488	558	699	654	686	558	462	648	590	463
	41	R-172	Vocab Tot. (I & II)	412		536	965	766	685	786	708	734	696	659	660	636	662	602	546	634	729	674	724	603	503	639	631	505
16	42	R-190	Info I Total	436		614	897	820	741	868	798	834	776	713	739	747	751	675	635	694	725	680	727	621	523	614	649	520
	43	R-192	Info II Total	409		557	824	789	700	801	710	714	691	657	652	602	636	585	553	647	810	758	786	667	586	670	702	598
	44	R-100	Info Total (I & II)	437		609	894	829	744	865	787	812	765	711	726	715	729	600	622	694	772	724	765	652	558	648	683	560
17	45	R-211	Memory for Sentences	199		236	282	225	178	249	217	238	238	254	204	187	249	259	216	217	227	251	257	207	149	180	172	137
18	46	R-212	Memory for Words	219		265	429	418	367	416	440	389	340	333	290	258	273	279	254	352	372	357	374	285	284	300	327	265
19	47	R-220	Disguised Words	316		379	597	571	540	523	528	485	451	461	413	387	417	370	355	464	545	462	503	390	372	450	477	344
20	48	R-231	English:Spelling	327		414	538	514	464	521	508	440	411	392	321	317	353	376	316	476	454	413	484	358	332	415	422	323
21	49	R-232	" Capitalization	338		443	470	424	357	466	395	408	390	406	323	329	400	384	309	414	404	371	425	352	261	328	345	246
22	50	R-233	" Punctuation	359		426	629	581	514	612	624	555	510	515	441	442	442	426	382	488	517	507	543	427	374	452	461	350
23	51	R-234	" Usage	347		439	589	547	461	552	519	509	481	485	426	413	462	445	361	456	494	475	519	410	341	416	443	321
24	52	R-235	" Eff. Exp.	306		376	519	486	427	503	463	436	424	479	382	347	399	385	348	442	449	445	461	373	304	394	388	293
25	53	R-230	" Total	422		527	684	632	550	662	623	586	552	567	471	462	514	501	427	567	578	548	605	482	401	495	511	380
26	54	R-240	Word Functions	254		293	550	535	484	526	629	502	467	447	405	397	353	354	325	433	450	448	473	355	384	412	418	347
27	55	R-250	Reading Comprehension	371		489	770	725	617	742	669	657	634	632	595	536	557	532	468	590	665	623	655	525	464	572	597	480
28	56	R-260	Creativity	281		365	607	552	513	523	534	532	502	486	507	528	520	436	415	413	540	483	507	464	384	439	450	359
29	57	R-270	Mechanical Reasoning	282		349	582	450	421	487	514	583	519	476	545	590	581	460	390	375	439	417	445	456	313	343	384	293
30	58	R-281	Vis. in 2 Dimens	210		245	357	302	282	317	343	344	291	321	283	299	333	276	239	292	312	264	278	293	222	237	254	197
31	59	R-282	Vis. in 3 Dimens	222		216	441	375	359	398	462	452	382	352	385	448	397	312	302	258	374	331	336	351	283	286	316	220
32	60	R-290	Abstract Reasoning	325		333	538	477	435	511	520	502	456	455	428	427	418	363	327	426	451	407	437	382	296	364	392	280
33	61	R-311	Math I	325		373	637	561	500	599	653	569	518	544	483	496	497	449	416	508	501	519	523	435	389	461	450	370
34	62	R-312	Math II	337		362	625	599	528	605	755	587	512	509	473	471	437	405	461	501	511	505	535	427	393	458	453	390
35	63	R-320	Math I & II	360		398	685	632	560	654	772	628	559	569	519	524	503	461	443	548	550	555	575	468	425	499	491	414
36	64	R-333	Math III	224		168	336	356	319	305	497	320	294	284	273	270	200	183	203	270	308	281	297	232	242	241	256	222
37	65	R-340	Math Total(I+II+III)	363		383	669	630	558	635	781	619	554	557	510	515	486	447	432	534	548	546	567	458	420	488	483	406
42	66	R-410	Arith Computation	335		467	448	407	369	468	453	362	325	395	258	274	332	357	317	486	374	368	421	345	281	321	322	261
43	67	R-420	Table Reading	173		177	188	197	193	167	184	140	111	155	105	113	130	106	128	195	178	150	172	149	130	119	163	115
44	68	R-430	Clerical Checking	160		140	107	143	152	102	115	056	031	073	014	027	034	020	069	135	122	077	090	064	092	080	104	078
45	69	R-440	Object Inspection	169		169	174	181	193	159	148	155	127	146	126	120	153	037	125	164	195	132	171	153	120	108	161	102
46	70	A-410	Arith Computation	194		239	221	217	206	235	274	189	132	192	110	129	147	181	161	284	193	194	220	172	164	165	168	159
47	71	A-420	Table Reading	-017		-088	-065	-053	-018	-101	-022	-081	-109	-072	-073	-078	-081	-087	-046	-052	-058	-075	-079	-074	000	-064	-033	-012
48	72	A-430	Clerical Checking	065		028	-020	027	052	-021	015	-041	-075	-034	-071	-052	-060	-069	-004	022	014	-021	-023	-023	022	-007	005	003
49	73	A-440	Object Inspection	089		072	056	077	104	046	062	057	021	033	033	042	049	018	057	073	097	038	079	069	058	028	074	053
38	74	F-410	Arith Computation	273		418	412	356	310	426	355	321	333	367	260	260	327	324	286	393	335	324	372	316	228	288	285	204
39	75	F-420	Table Reading	239		314	327	305	264	316	257	261	252	271	209	223	249	225	209	302	287	267	300	267	166	217	241	160
40	76	F-430	Clerical Checking	282		307	327	318	289	312	271	237	240	265	188	182	226	202	190	307	290	248	285	220	196	226	263	201
41	77	F-440	Object Inspection	204		219	243	231	233	225	194	210	192	211	177	167	215	151	162	209	241	185	218	198	151	154	204	121
50	78	A-500	Preferences	007		118	-011	-012	-005	-021	-055	-032	-043	-038	-048	-029	-001	027	005	034	015	-019	011	020	008	-004	-013	038
51	79	R-601	SAI: Sociability	162		254	170	141	163	164	099	083	114	144	067	056	142	150	164	278	178	129	182	157	107	138	096	118
52	80	R-602	" Soc.Sensitivity	140		216	210	222	204	205	186	171	159	160	125	126	133	139	181	192	228	151	207	154	148	176	160	159
53	81	R-603	" Impulsiveness	028		079	041	063	046	027	028	011	022	011	027	026	023	020	046	058	057	049	042	024	033	041	029	087
54	82	R-604	" Vigor	147		230	234	203	194	229	174	173	185	188	142	118	191	206	189	317	211	177	226	205	126	181	156	157
55	83	R-605	" Calmness	152		252	274	246	237	255	253	231	216	221	205	220	216	224	245	249	259	210	256	219	173	214	178	194
56	84	R-606	" Tidiness	140		228	203	179	206	192	183	154	146	143	121	135	146	144	180	196	212	151	216	167	151	158	146	133
57	85	R-607	" Culture	114		211	173	187	213	179	183	143	128	124	106	121	122	137	166	171	200	151	177	150	160	151	119	124
58	86	R-608	" Leadership	-032		016	029	061	094	037	084	020	-001	005	026	-015	-041	-005	044	114	075	042	036	017	047	079	041	087
59	87	R-609	" Self-Confidence	153		262	258	212	200	237	236	214	200	200	203	214	225	193	210	218	225	196	224	205	166	177	174	170
60	88	R-610	" Mature Personality	136		233	232	220	218	236	256	201	176	172	160	194	181	174	191	212	217	191	230	199	171	183	164	172
	89	F-701	Int Inv: Phys Sci	-046		-051	-198	-183	-201	-198	-326	-289	-221	-147	-251	-276	-141	-096	-137	-151	-179	-176	-169	-161	-145	-165	-144	-157
	90	F-702	" Biol Sci & Med	-036		-038	-132	-159	-175	-137	-207	-183	-178	-086	-149	-118	-036	-031	-110	-110	-153	-118	-145	-109	-106	-148	-111	-129
	91	F-703	" Pub Serv.	008		017	001	-059	-050	-053	-052	014	020	007	034	066	100	063	-019	-069	-034	-040	002	029	-052	-070	-019	-076
	92	F-704	" Lit-Ling.	042		062	-022	-134	-133	-073	-109	-023	-029	-002	-010	058	139	071	-011	-067	-091	-064	-027	015	-086	-110	-053	-115
	93	F-705	" Soc.Serv.	069		078	106	033	007	053	004	073	086	096	112	109	184	120	026	016	050	055	055	086	022	003	067	015
	94	F-706	" Artistic	046		057	007	-072	-087	-011	-048	-027	-039	029	-024	004	058	053	-025	034	-085	-004	-013	-027	-072	-042	-035	-037
	95	F-707	" Musical	075		144	092	020	-108	082	007	069	061	100	037	062	162	148	058	115	019	073	069	060	006	023	064	017
	96	F-708	" Sports	-075		-120	-067	-076	-077	-113	-078	-055	-061	-084	-057	037	-030	-090	-049	-322	-087	-084	-089	-079	-059	-099	-061	-114
	97	F-709	" Outdr Rec.	-043		-109	-018	019	039	-022	047	-018	-076	-047	-031	-001	-093	-165	-051	-058	000	-024	-043	-102	-002	028	008	-020
	98	F-710	" Bus.-Mgmt.	014		032	077	019	011	029	017	091	076	059	098	124	171	082	006	-036	023	014	041	041	-013	-019	048	-015
	99	F-711	" Sales	035		059	094	033	024	057	032	093	102	080	127	127	158	097	027	-001	040	037	057	076	007	002	069	013
	100	F-712	" Computation	029		051	043	005	-027	-006	-107	-016	045	034	028	014	085	066	-022	-043	013	-007	-005	017	-015	-011	033	-013
	101	F-713	" Office Work	139		160	241	200	144	206	149	204	198	212	214	194	219	163	101	158	194	165	169	151	105	124	196	115
	102	F-714	" Mech-Tech	092		088	173	236	180	144	147	116	106	142	088	-022	-031	030	051	149	193	138	142	037	102	151	183	141
	103	F-715	" Skilled Trades	152		176	291	278	229	272	230	244	215	240	234	192	169	149	130	190	256	213	221	161	143	184	244	154
	104	F-716	" Farming	056		059	130	163	142	115	149	121	047	077	109	098	-002	-113	019	079	146	086	088	030	079	121	128	067
	105	F-717	" Labor	202		242	340	319	280	325	283	287	274	277	261	239	227	179	204	246	318	261	285	217	187	234	284	191
	106	C-001	Composite: I.Q.Comp.	401		487	784	721	627	750	721	688	648	653	607	574	585	542	484	610	661	627	657	539	466	569	590	466
	107	C-002	" Gen.Acad.Apt.	434		529	812	748	656	770	793	711	660	662	604	588	600	561	508	637	678	647	689	560	487	588	602	477
	108	C-003	" Verbal	452		568	835	798	662	773	715	690	654	645	588	559	598	569	502	640	694	643	696	558	486	595	611	473
	109	C-004	" Quantitative	371		394	698	664	592	664	871	655	578	573	542	547	496	450	448	555	573	564	588	476	445	508	510	429
	110	C-005	" Technical	365		505	798	653	598	712	690	857	765	620	774	856	812	620	547	522	615	593	636	599	439	505	557	432
				414		511	836	745	666	776	814	801	729	676	707	726	700	595	544	613	682	654	690	596	495	581	609	486

Table V-2c (continued)

Acct,Bus,Sales	Pract.Knowl.	Clerical	Bible	Colors	Etiquette	Hunting	Fishing	Outdr Act(Other)	Photography	Games	Theater,Ballet	Foods	Miscellaneous	Vocabulary II	Voc.Tot.(I & II)	Info I Total	Info II Total	Info Tot (I & II)	Mem.for Sentences	Mem.for Words	Disguised Words	Spelling	Capitalization	Punctuation	Usage	Eff. Exp.	Eng. Total	Word Functions	Reading Comp.	Creativity	Mech.Reasoning	Code
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	
319	359	280	269	094	179	126	142	325	238	254	311	145	319	353	412	436	409	437	199	219	316	327	338	359	347	306	422	254	371	281	282	
399	525	322	379	173	228	233	249	487	331	365	400	163	439	461	536	614	557	609	236	265	379	414	443	426	439	376	527	293	489	365	349	R-101
604	591	448	575	269	327	261	298	644	486	499	628	375	637	738	965	897	824	894	282	429	597	538	470	629	589	519	684	550	770	607	582	R-102
578	529	423	601	260	293	158	238	557	430	490	628	394	611	677	766	820	789	829	225	418	571	514	424	581	547	486	632	535	725	552	450	R-103
519	478	377	482	260	272	111	207	488	398	450	585	389	555	617	685	741	700	744	178	367	540	464	357	514	461	427	550	484	617	513	421	R-104
591	576	420	603	243	305	230	250	597	451	484	586	332	624	703	786	868	801	865	249	416	523	521	466	612	552	503	662	526	742	523	487	R-105
538	456	430	518	260	328	139	214	529	417	479	538	356	565	622	708	798	710	787	217	440	528	508	395	624	519	463	623	629	669	534	514	R-106
509	483	382	520	250	284	230	271	569	406	448	493	300	569	625	734	834	714	812	238	389	485	440	408	555	509	436	586	502	657	532	583	R-107
483	472	364	503	224	246	306	315	553	385	399	485	270	517	605	696	776	691	765	238	340	451	411	390	510	481	424	552	467	634	502	519	R-108
495	500	345	473	208	285	228	245	525	392	409	488	253	495	573	659	713	657	711	254	333	461	392	406	515	485	479	567	447	632	486	476	R-109
470	433	328	450	203	237	216	270	507	385	374	484	289	506	559	660	739	652	726	204	290	413	321	323	441	426	382	471	405	595	507	545	R-110
455	425	323	370	223	241	230	259	497	385	372	424	278	482	532	636	747	602	715	187	258	387	317	329	442	413	347	462	392	536	528	590	R-111
470	499	352	405	206	239	364	329	554	385	360	442	251	472	553	662	751	636	729	249	273	417	353	400	442	462	399	514	353	557	520	581	R-112
418	426	329	414	173	222	308	326	509	331	305	389	173	424	563	602	675	585	660	259	279	370	376	384	426	445	385	501	354	532	436	460	R-113
414	426	337	376	187	213	193	265	455	323	349	400	255	410	488	546	635	553	622	216	254	355	316	309	382	361	348	427	325	468	415	390	R-114
476	496	362	435	180	286	176	233	515	372	440	494	279	505	558	634	694	647	694	217	352	464	476	414	488	456	442	567	433	590	413	375	R-115
561	561	416	529	265	290	165	259	565	452	462	629	362	593	699	729	725	810	772	227	372	545	454	404	517	494	449	578	450	665	540	439	R-131
555	532	402	510	235	265	214	270	535	399	432	563	294	542	654	674	680	758	724	251	357	462	413	371	507	475	445	548	448	623	483	417	R-132
545	576	417	517	240	282	227	289	590	460	453	565	314	586	686	724	727	786	765	257	374	503	484	425	543	519	461	605	473	655	507	445	R-133
451	510	349	419	194	249	260	288	535	382	398	444	247	481	558	603	621	667	652	207	285	390	358	352	427	410	373	482	355	525	464	456	R-134
397	353	302	393	204	223	137	186	395	303	319	408	267	433	462	503	523	586	558	149	284	372	332	261	374	341	304	401	384	464	384	313	R-135
503	453	377	454	201	252	118	190	465	377	384	541	300	496	648	639	614	670	648	180	300	450	415	328	452	416	394	495	412	572	439	343	R-136
468	473	347	478	238	250	180	188	488	379	392	532	334	525	590	631	649	702	683	172	327	477	422	345	461	443	388	511	418	597	450	384	R-137
411	357	298	421	174	231	153	178	379	279	334	426	289	439	463	505	520	598	560	137	265	344	323	246	350	321	293	380	342	480	359	293	R-138
	513	386	466	224	269	182	242	517	389	414	565	333	519	686	676	658	734	701	229	329	445	404	366	477	441	396	519	430	605	470	403	R-139
513		388	465	199	246	235	277	580	420	452	518	269	533	612	638	639	716	681	252	322	446	410	420	470	461	431	549	370	584	459	417	R-140
386	388		354	163	215	127	264	401	315	341	405	235	399	438	474	491	547	522	170	275	373	376	286	391	338	304	421	347	433	365	311	R-141
466	465	354		214	254	190	232	487	377	403	482	251	512	558	607	633	735	683	220	339	427	407	351	505	447	398	528	465	615	435	385	R-142
224	199	163	214		116	084	090	193	173	184	239	163	235	266	285	236	339	318	104	198	252	222	154	239	198	161	241	191	244	233	205	R-143
269	246	215	254	116		067	121	290	196	214	277	179	271	294	336	355	387	375	115	213	265	256	225	294	255	263	319	282	329	276	274	R-144
182	235	127	190	084	067		359	295	154	150	141	045	193	231	267	293	331	313	142	095	122	115	153	155	199	153	195	121	227	213	257	R-145
242	277	204	232	090	121	359		321	210	213	227	130	244	287	314	340	405	371	114	132	201	161	162	177	192	168	214	171	279	269	266	R-146
517	580	401	487	193	290	295	321		434	460	528	297	542	660	693	700	759	738	252	340	466	414	407	492	484	448	561	420	618	499	495	R-147
389	420	315	377	173	196	154	210	434		342	428	225	394	478	515	520	569	549	203	261	376	346	312	385	365	335	435	338	479	392	313	R-148
414	452	341	403	184	214	150	213	460	342		445	270	468	493	530	552	612	586	176	305	396	348	295	415	368	340	438	370	494	397	357	R-149
565	518	405	482	239	277	141	227	528	428	445		371	561	687	693	662	755	711	220	348	527	470	370	496	460	440	552	441	630	501	388	R-150
333	269	235	251	163	179	045	130	297	225	270	371		345	371	398	394	450	423	082	221	326	242	159	270	248	228	281	256	354	303	221	R-151
519	533	399	512	235	271	193	244	542	394	468	561	345		646	683	694	762	735	218	363	501	459	382	519	481	419	562	468	612	494	428	R-152
686	612	438	558	266	294	231	287	660	478	493	687	371	646		889	782	840	821	268	403	580	523	449	602	561	518	660	513	731	572	496	R-162
676	638	474	607	285	336	267	314	693	515	530	693	398	683	889		913	885	925	295	448	630	568	493	661	617	553	720	573	806	634	588	R-172
658	639	491	633	296	355	243	340	700	520	552	662	394	694	782	913		899	987	299	458	617	566	517	676	631	565	736	602	818	658	645	R-190
734	716	547	735	339	387	331	405	759	569	612	755	450	762	840	885	899		957	300	458	627	566	495	652	612	556	717	581	815	647	566	R-192
701	681	522	683	318	375	313	371	738	549	586	711	423	735	821	925	987	957		306	469	635	580	522	684	639	575	747	610	837	670	633	R-100
229	252	170	220	104	115	142	114	252	203	176	220	082	218	268	295	299	300	306		323	192	212	294	286	305	268	347	191	301	284	220	R-211
329	322	275	339	198	213	035	132	340	261	305	348	221	363	403	448	458	458	469	323		380	388	317	441	381	342	466	406	459	341	298	R-212
445	446	373	427	252	265	122	201	466	376	396	527	326	501	580	630	617	627	635	192	380		550	389	554	520	452	608	501	636	526	455	R-220
464	410	376	407	222	256	115	161	414	346	348	470	242	459	523	568	566	566	580	212	388	550		487	619	541	464	756	500	563	411	300	R-231
366	420	286	351	154	225	193	162	407	312	235	370	159	382	449	493	517	495	522	294	317	389	487		574	559	472	795	350	484	358	387	R-232
477	470	391	505	238	294	155	177	492	385	415	496	270	519	602	661	676	652	684	286	441	554	619	574		645	578	867	619	670	512	476	R-233
441	461	338	447	198	255	199	172	484	365	368	460	248	481	561	617	631	612	639	305	381	520	541	559	645		566	825	483	612	469	444	R-234
376	431	304	198	161	263	153	168	448	335	340	440	228	419	518	553	565	556	575	268	342	452	464	472	578	566		728	448	592	439	396	R-235
519	549	421	528	241	319	195	214	561	435	438	552	281	562	600	720	736	717	747	347	466	608	756	795	867	825	728		595	724	545	506	R-230
430	370	347	465	191	282	121	171	420	338	370	441	256	468	513	573	602	581	610	191	406	501	500	350	619	483	448	595		633	507	445	R-240
605	584	433	615	244	323	227	279	618	473	494	630	354	612	731	806	818	815	837	301	459	636	563	484	670	612	592	724	633		666	570	R-250
470	459	365	435	233	276	213	269	499	392	397	501	303	494	572	634	658	647	670	284	341	526	411	358	512	469	439	545	507	666		561	R-260
403	417	311	385	205	274	257	266	435	333	357	388	221	428	496	588	645	566	633	220	298	455	300	387	476	444	396	506	445	570	561		R-270
275	289	215	253	165	210	130	138	319	231	247	261	116	271	321	366	399	374	400	161	240	355	242	279	335	300	293	365	320	393	385	482	R-281
333	325	236	246	188	224	137	159	359	263	306	318	178	336	404	456	497	445	491	177	259	355	261	298	413	349	343	417	420	481	483	615	R-282
415	422	291	389	199	265	140	178	427	330	356	411	246	423	502	560	589	546	588	219	345	464	382	414	530	464	448	562	476	583	490	604	R-290
530	469	378	484	201	306	193	216	504	381	408	482	280	492	592	662	696	655	694	274	407	484	488	455	637	545	516	658	569	660	534	522	R-311
501	449	398	489	221	340	129	181	500	395	446	499	317	516	584	651	700	658	702	259	449	493	516	458	663	547	494	669	627	652	513	501	R-312
558	497	423	529	230	353	170	213	545	423	466	534	327	549	638	712	758	713	761	288	468	531	547	496	707	593	546	722	654	712	567	554	R-320
291	206	249	279	145	191	060	102	263	226	270	275	198	301	235	343	388	372	342	121	253	291	309	226	376	275	251	359	383	353	291	268	R-333
549	476	421	520	228	349	163	206	533	416	463	524	329	549	619	694	745	702	748	279	463	525	543	484	699	577	530	707	655	695	556	541	R-340
373	411	329	348	149	261	127	151	400	321	339	372	172	390	415	465	501	494	511	293	379	426	491	481	530	462	399	596	415	482	352	304	R-410
168	194	146	133	075	097	035	060	168	125	153	164	097	196	191	201	202	213	211	115	164	338	201	177	195	191	151	229	163	204	194	194	R-420
094	111	140	112	067	088	-034	017	086	067	105	119	073	121	098	111	109	133	120	066	124	329	201	102	132	110	068	152	120	129	107	090	R-430
145	199	128	119	095	106	049	073	163	125	136	161	114	179	173	185	196	208	205	116	147	287	141	183	168	159	154	205	177	208	212	289	R-440
191	195	199	195	071	156	058	090	204	164	202	197	085	222	137	227	258	263	266	171	245	287	294	280	303	247	188	334	246	245	179	155	A-410
-055	-110	-002	-051	-009	002	-046	-018	-079	-063	-037	-044	010	-033	-082	-090	-090	-073	-086	-019	019	110	-034	-087	-083	-080	-116	-100	-028	-083	-024	-018	A-420
-008	-014	063	023	018	029	-071	-019	-022	-024	021	019	025	024	-024	-023	-024	-000	-017	007	041	218	083	-006	007	-013	-045	006	027	-008	010	-002	A-430
057	078	068	036	057	060	004	036	062	036	066	074	075	097	062	062	071	089	079	053	076	212	053	071	051	048	028	066	094	080	118	175	A-440
336	387	259	292	140	208	123	121	362	290	268	326	159	324	392	432	449	432	454	237	277	298	389	390	436	403	377	500	331	435	318	275	F-410
270	360	189	222	104	123	092	095	296	224	232	255	115	284	327	348	349	347	356	167	190	319	292	315	332	326	311	394	236	345	273	266	F-420
265	321	235	247	137	171	062	086	276	227	233	273	140	268	310	342	338	352	351	159	238	402	354	260	331	317	275	387	258	358	260	242	F-430
192	262	153	162	110	126	087	091	218	176	170	204	124	215	237	257	265	270	273	144	177	294	186	240	237	230	232	284	215	275	252	331	F-440
-013	021	034	024	-038	035	006	067	015	-006	002	014	002	029	-043	-024	-016	017	-005	017	027	061	-007	-001	-079	-031	-098	-051	-076	-061	-025	-064	A-500
175	217	150	146	060	106	077	093	221	151	179	164	049	176	182	166	183	224	202	081	129	193	178	161	136	119	109	179	102	163	125	061	R-601
186	187	169	219	059	099	040	066	186	173	164	193	110	196	212	225	230	254	244	061	135	219	202	148	178	143	125	200	178	219	174	098	R-602
064	037	057	073	004	028	025	064	048	034	082	052	073	051	029	039	045	078	057	-024	017	065	034	004	-018	-005	-035	-006	-002	029	025	-008	R-603
192	230	179	200	063	117	105	149	259	171	219	180	161	214	243	253	256	277	270	108	148	219	211	161	176	162	146	214	137	234	177	130	R-604
246	239	219	263	062	136	084	112	269	226	204	237	144	238	267	289	309	322	321	092	151	242	207	165	201	176	147	225	198	279	238	185	R-605
173	219	189	193	057	110	025	064	217	194	170	186	123	188	216	222	222	251	236	080	137	227	227	172	197	169	140	276	162	207	176	105	R-606
161	178	185	206	061	096	028	055	171	167	165	174	106	178	185	189	206	232	220	065	130	190	181	141	165	139	094	182	148	178	158	077	R-607
053	025	109	092	007	031	-004	038	047	041	073	042	060	073	055	041	043	080	057	-031	039	100	067	-009	023	001	-007	017	061	043	044	-032	R-608
202	241	176	226	082	127	090	099	258	226	226	202	125	224	231	265	286	293	295	108	156	223	187	164	193	190	153	223	161	256	200	169	R-609
240	214	208	257	052	117	058	099	233	197	197	207	128	225	238	250	270	292	284	078	155	227	240	144	214	167	138	227	220	244	207	128	R-610
-177	-123	-130	-173	-086	-080	-045	-077	-155	-109	-218	-131	-112	-180	-192	-209	-263	-225	-256	-086	-155	-135	-147	-087	-190	-129	-113	-168	-249	-212	-205	-215	F-701
-118	-092	-117	-157	-051	-049	013	-051	-109	-069	-141	-107	-105	-129	-142	-145	-169	-172	-174	-070	-120	-113	-115	-047	-125	-083	-074	-112	-166	-155	-136	-083	F-702
-070	-005	-018	-067	-024	005	062	025	011	008	-055	-038	-048	-009	-033	-012	-005	-041	-017	-003	-053	-023	-043	008	-013	027	018	-006	-051	-036	-007	076	F-703
-064	010	-050	-135	-022	002	095	039	018	-008	-061	-084	-076	-042	-066	-040	-036	-077	-051	008	-111	-084	-097	028	-054	-018	-027	-041	-120	-096	-056	073	F-704
037	066	019	-025	018	037	115	081	081	065	009	039	021	022	055	093	091	063	084	018	-041	022	-029	049	013	053	033	028	-039	044	035	119	F-705
-028	-001	-012	-065	-048	014	058	031	015	-008	-017	-041	-047	-006	-047	-014	-014	-041	-024	018	-048	-038	-002	025	-011	006	005	004	-057	-030	-073	-032	F-706
051	095	034	-014	002	039	145	095	113	048	052	020	-011	066	049	082	086	070	082	072	005	009	039	089	037	079	071	078	-018	046	021	085	F-707
-069	-113	-074	-101	004	-053	-076	-093	-120	-065	-136	-081	-027	-096	-083	-078	-103	-129	-115	-067	-103	-088	-123	-097	-075	-069	-088	-113	-075	-122	-047	-043	F-708
004	-068	-008	-039	-009	004	-235	-234	-108	-013	-045	003	049	-026	-022	-021	-038	-063	-048	-075	-012	-014	-004	-046	003	-029	-022	-029	029	-053	-042	-040	F-709
-014	028	004	-001	009	017	059	053	049	033	-000	012	-016	047	023	061	069	026	056	003	-026	023	-019	033	016	060	038	030	-007	028	030	094	F-710
007	055	037	038	030	016	059	037	075	057	011	034	-015	055	048	083	094	057	083	010	001	042	-065	050	024	059	035	040	004	057	064	113	F-711
-036	018	-046	-010	007	-033	085	045	039	013	-048	019	-012	-014	000	029	005	004	005	-016	-056	009	-048	004	-065	003	-001	-029	-101	-006	-017	025	F-712
155	180	074	116	064	084	108	081	209	132	118	174	093	168	195	239	242	217	239	059	065	140	085	135	127	167	155	166	086	198	149	168	F-713
135	120	118	161	031	087	-086	-011	109	107	101	165	130	152	171	184	152	181	165	040	113	167	138	123	162	142	155	178	153	182	077	-017	F-714
192	196	161	181	065	117	024	051	210	185	168	213	128	230	243	292	289	269	289	083	137	211	166	179	218	214	199	242	193	253	173	142	F-715
099	087	097	078	041	054	-160	-089	058	089	104	125	116	130	106	129	116	113	118	-005	076	123	088	067	108	096	074	106	122	098	048	006	F-716
264	282	205	223	100	139	035	057	273	233	221	258	158	285	309	350	353	343	358	117	167	250	207	217	269	256	239	298	230	301	228	200	F-717
621	595	443	609	257	353	227	276	626	483	506	624	356	618	739	819	842	819	855	315	482	643	576	528	721	643	619	768	666	944	681	651	C-001
632	612	481	621	276	376	223	270	649	503	528	646	366	651	767	848	875	845	886	348	518	668	691	657	833	754	690	906	702	892	644	626	C-002
622	623	477	614	280	350	226	265	649	498	515	657	360	658	787	872	870	845	882	345	498	667	737	726	846	800	709	957	637	817	623	566	C-003
566	489	442	541	249	360	158	215	551	434	489	549	350	572	643	723	786	731	786	272	477	548	558	478	709	584	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table V-2c (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences' 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83
	1		Grade	210	222	325	325	337	360	224	363	335	173	160	169	194	-017	065	089	273	239	282	204	007	162	140	028	147	152
	2		Sex (1=M, 2=F)																										
1	3	R-101	Info I: Screening	245	216	333	373	362	398	168	383	467	177	140	169	234	-088	028	072	418	314	307	219	118	254	216	079	230	252
2	4	R-102	" Vocab I	357	441	538	637	625	685	336	669	448	188	107	174	221	-085	-020	056	412	327	327	243	-011	170	210	041	234	274
3	5	R-103	" Literature	302	375	477	561	599	632	356	630	407	197	143	181	217	-053	027	077	356	305	318	231	-012	141	222	063	203	246
4	6	R-104	" Music	282	359	435	500	528	560	319	558	369	193	152	193	206	-018	052	104	310	264	289	233	-005	163	204	046	194	237
5	7	R-105	" Soc.Studies	317	398	511	599	605	654	305	635	468	167	102	159	235	-101	-021	046	426	316	312	225	-021	164	205	027	229	255
6	8	R-106	" Math	343	462	520	653	755	772	497	781	453	184	115	148	274	-022	015	062	355	257	271	194	-055	099	186	028	174	253
7	9	R-107	" Phys. Sci	344	452	502	569	587	628	320	619	362	140	056	155	189	-081	-041	057	321	261	237	210	-032	083	171	011	173	231
8	10	R-108	" Bio. Sci	291	382	456	518	512	559	294	554	325	111	031	127	132	-109	-075	021	333	252	240	192	-043	114	159	022	185	216
9	11	R-109	" Sci Attitude	321	352	455	544	509	569	284	557	395	155	073	146	192	-072	-034	033	367	271	265	211	-038	144	160	011	188	221
10	12	R-110	" Aero & Space	283	385	428	483	473	519	273	510	258	105	014	126	110	-073	-071	033	260	209	188	177	-048	067	125	027	142	205
11	13	R-111	" Elec & Electron	299	448	427	496	471	524	270	515	274	113	027	120	129	-078	-052	042	260	223	182	167	-029	056	126	026	118	220
12	14	R-112	" Mechanical	333	397	418	497	437	503	200	480	332	130	034	153	147	-081	-060	049	327	249	220	215	-001	142	133	023	191	216
13	15	R-113	" Farming	276	312	363	449	405	461	183	447	357	106	020	097	181	-087	-069	018	324	225	202	151	027	150	139	020	206	224
14	16	R-114	" Home Ec	239	302	327	416	401	443	203	432	317	128	069	125	161	-046	-004	057	286	209	190	162	005	164	181	046	189	245
15	17	R-115	" Sports	292	258	426	508	501	548	270	534	486	195	135	164	284	-052	022	073	393	302	307	209	034	278	192	058	317	249
	18	R-131	Info II: Art	312	374	451	501	511	550	308	548	374	178	122	195	193	-058	014	097	335	287	290	241	015	178	228	057	211	259
	19	R-132	" Law	264	331	407	519	505	555	281	546	368	150	077	132	194	-075	-021	038	324	267	248	185	-019	129	151	049	177	210
	20	R-133	" Health	278	336	437	523	535	575	297	567	421	172	090	171	220	-079	-023	074	372	300	285	218	011	182	207	042	226	256
	21	R-134	" Engineering	293	351	382	435	427	468	232	458	345	149	064	153	172	-074	-023	069	316	267	220	198	020	157	154	024	205	219
	22	R-135	" Architecture	222	283	296	389	393	425	242	420	281	130	092	120	164	000	022	058	228	166	196	151	008	107	148	033	126	173
	23	R-136	" Journalism	237	286	364	461	458	499	241	488	321	119	080	108	165	-064	-007	028	288	217	228	154	-004	138	176	041	181	214
	24	R-137	" Foreign Travel	254	316	392	450	453	491	256	483	322	163	104	161	168	-033	005	074	285	241	263	204	-013	096	160	029	156	178
	25	R-138	" Military	197	220	280	370	390	414	222	406	261	115	078	102	159	-012	003	053	204	160	201	121	038	118	159	087	157	194
	26	R-139	" Acct,Bus,Sales	275	333	415	530	501	558	291	549	373	168	094	145	191	-055	-008	057	336	270	265	192	-013	175	186	064	192	246
	27	R-140	" Pract.Knowl.	289	325	422	469	449	497	206	476	411	194	111	139	195	-110	-014	078	387	360	321	262	021	217	187	037	230	239
	28	R-141	" Clerical	215	236	291	378	398	423	249	421	329	146	140	128	199	-002	063	068	259	189	235	153	034	150	169	057	179	219
	29	R-142	" Bible	253	296	389	484	489	529	273	520	348	133	112	117	195	-051	023	036	292	222	247	162	024	146	219	073	200	263
	30	R-143	" Colors	165	188	193	201	221	230	145	228	149	075	067	095	071	-009	018	057	140	104	137	110	-038	060	059	004	063	062
	31	R-144	" Etiquette	210	224	265	306	340	353	191	349	261	097	088	106	156	002	029	060	208	123	171	126	035	106	099	028	117	136
	32	R-145	" Hunting	130	137	140	193	129	170	060	163	127	035	-034	049	058	-046	-071	064	123	092	062	087	006	077	040	025	105	084
	33	R-146	" Fishing	138	159	178	216	181	213	102	206	151	060	017	073	090	-018	-019	036	121	095	086	091	067	093	066	064	149	112
	34	R-147	" Outdr Act(Other)	319	359	427	504	500	545	263	533	400	168	086	163	204	-079	-022	062	362	296	276	218	015	221	186	048	259	269
	35	R-148	" Photography	231	263	330	381	395	423	226	416	321	125	067	125	164	-063	-024	036	290	224	227	176	-006	151	173	034	171	226
	36	R-149	" Games	247	306	356	408	446	466	270	463	339	153	105	136	202	-037	021	066	268	232	233	170	002	179	164	082	219	204
	37	R-150	" Theater,ballet	261	318	411	482	499	534	275	524	372	164	119	161	197	-044	019	074	326	255	273	204	014	164	193	052	180	237
	38	R-151	" Foods	116	178	246	280	317	327	198	324	172	097	073	114	085	010	025	075	159	115	140	124	002	099	110	073	101	144
	39	R-152	" Miscellaneous	271	336	423	492	516	549	301	545	390	196	121	179	222	-033	024	097	324	284	268	215	029	176	196	051	214	238
	40	R-162	" Vocabulary II	321	404	502	592	584	638	295	619	415	191	098	173	197	-082	-024	062	392	327	310	237	-043	182	212	029	243	267
	41	R-172	Vocab Tot. (I & II)	366	456	560	662	651	712	343	694	465	201	111	185	227	-090	-023	062	432	348	342	257	-024	186	225	039	253	289
16	42	R-190	Info I Total	399	497	589	696	700	758	388	745	501	202	109	196	258	-090	-024	071	449	349	338	265	-016	183	230	045	256	309
	43	R-192	Info II Total	374	445	546	655	658	713	372	702	494	213	133	208	263	-073	-000	089	432	347	352	270	017	224	254	078	277	322
	44	R-100	Info Total (I & II)	400	491	588	699	702	761	392	748	511	211	120	205	266	-086	-017	079	454	356	351	273	-005	202	244	057	270	321
17	45	R-211	Memory for Sentences	161	177	219	274	259	288	121	279	293	115	066	116	171	-019	007	053	237	167	159	144	017	081	061	-024	108	092
18	46	R-212	Memory for Words	240	259	345	407	449	468	253	463	379	164	124	147	245	019	041	076	277	190	238	177	027	129	135	017	148	151
19	47	R-220	Disguised Words	355	355	464	484	493	531	291	525	426	338	329	287	287	110	218	212	298	319	402	294	061	193	219	065	219	242
20	48	R-231	English: Spelling	242	261	382	488	516	547	309	543	491	201	201	141	294	-034	083	053	389	292	354	186	-007	178	202	034	211	207
21	49	R-232	" Capitalization	279	298	414	455	458	496	226	484	481	177	102	183	280	-087	-006	071	390	315	280	240	-001	161	148	004	161	165
22	50	R-233	" Punctuation	335	413	530	637	663	707	376	699	530	195	132	168	303	-083	007	051	436	332	331	237	-079	136	178	-018	176	201
23	51	R-234	" Usage	300	349	464	545	547	593	275	577	462	191	110	159	247	-080	-013	048	403	326	317	230	-031	119	143	-005	162	176
24	52	R-235	" Eff. Exp.	293	343	448	516	494	546	251	530	399	151	068	154	188	-116	-045	028	377	311	275	232	-098	109	125	-035	146	147
25	53	R-230	" Total	365	417	562	658	669	722	359	707	596	229	152	205	334	-100	006	066	500	394	387	284	-051	179	200	-006	214	225
26	54	R-240	Word Functions	320	420	476	569	627	654	381	655	415	163	120	177	246	-028	027	094	331	236	258	215	-076	102	178	-002	137	198
27	55	R-250	Reading Comprehension	393	481	583	660	652	712	353	675	482	204	129	208	245	-083	-008	080	435	345	358	275	-061	163	219	029	234	279
28	56	R-260	Creativity	385	483	490	534	513	567	291	556	352	194	107	212	179	-024	010	118	318	273	260	252	-025	125	174	025	177	238
29	57	R-270	Mechanical Reasoning	482	615	604	522	501	554	268	541	304	194	090	289	155	-018	-002	175	275	266	242	331	-064	061	098	-008	130	185
30	58	R-281	Vis. in 2 Dimens		480	442	348	354	382	174	370	303	239	210	320	184	035	130	233	236	269	275	336	008	090	083	-006	117	160
31	59	R-282	Vis. in 3 Dimens	480		558	454	460	497	237	486	268	172	096	284	115	-038	009	172	268	258	233	326	-099	010	057	-045	070	136
32	60	R-290	Abstract Reasoning	442	558		531	537	580	269	562	375	211	125	288	166	-078	011	141	370	349	306	356	-115	075	107	-026	130	162
33	61	R-311	Math I	348	454	531		691	897	379	863	506	175	086	135	288	-063	-020	027	419	288	268	204	-082	127	151	002	184	208
34	62	R-312	Math II	354	460	537	691		939	471	921	542	184	114	150	328	-054	006	044	425	290	287	212	-068	130	170	-001	179	226
35	63	R-320	Math I & II	382	497	580	897	939		468	973	571	196	110	155	337	-063	-006	040	459	314	303	226	-080	140	175	000	197	237
36	64	R-333	Math III	174	237	267	379	471	468		637	282	117	122	096	206	030	075	071	177	118	161	101	-043	052	118	024	087	142
37	65	R-340	Math Total(I+II+III)	370	486	562	863	921	973	637		559	196	124	159	339	-047	013	054	436	298	300	221	-079	132	180	008	191	238
42	66	R-410	Arith Computation	303	268	375	506	542	571	282	559		334	302	255	758	091	196	180	593	333	378	268	138	248	207	061	253	237
43	67	R-420	Table Reading	239	172	211	175	184	196	117	196	334		491	454	320	640	427	445	115	625	381	374	223	149	126	061	162	167
44	68	R-430	Clerical Checking	210	096	125	086	114	110	122	124	302	491		457	351	402	932	487	029	218	641	329	252	163	124	084	146	156
45	69	R-440	Object Inspection	320	284	288	135	150	155	096	159	255	454	452		226	233	387	867	112	343	365	907	140	131	095	058	140	130
46	70	A-410	Arith Computation	164	115	166	288	328	337	206	339	758	320	351	226		332	348	281	-074	073	184	134	234	187	160	108	174	183
47	71	A-420	Table Reading	035	-038	-078	-063	-054	-063	030	-047	091	640	402	233	332		471	424	-270	-199	055	027	303	073	053	108	050	079
48	72	A-430	Clerical Checking	130	009	011	-020	006	-006	075	013	196	427	932	387	348	471		408	-129	067	322	219	292	126	092	103	102	120
49	73	A-440	Object Inspection	233	172	141	027	044	040	071	054	180	445	487	867	281	424	408		-069	139	241	605	233	120	088	104	119	112
38	74	F-410	Arith Computation	236	268	370	419	425	459	177	436	593	115	029	112	-074	-270	-129	-069		421	350	246	-078	146	117	-041	171	135
39	75	F-420	Table Reading	269	258	349	288	290	314	118	278	333	625	218	343	073	-199	067	139	421		429	450	-023	115	106	-032	156	132
40	76	F-430	Clerical Checking	275	233	306	268	287	303	161	306	378	381	641	365	184	055	322	241	350	427		400	039	159	129	-001	167	155
41	77	F-440	Object Inspection	336	326	356	204	212	226	101	221	268	374	329	907	134	027	219	605	246	450	400		030	104	080	-004	126	113
50	78	A-500	Preferences	008	-099	-115	-082	-068	-080	-043	-079	138	223	252	140	234	303	292	233	-078	-023	039	030		181	137	262	131	165
51	79	R-601	SAI: Sociability	090	010	075	127	130	140	052	132	248	149	163	131	187	073	126	120	146	115	159	104	181		524	300	538	471
52	80	R-602	" Soc.Sensitivity	083	057	107	151	170	175	118	180	207	126	124	095	160	053	092	088	117	106	129	080	137	524		289	504	589
53	81	R-603	" Impulsiveness	-006	-045	-026	002	-001	000	029	008	061	061	084	058	108	108	103	104	-041	-032	-001	-004	262	300	289		275	210
54	82	R-604	" Vigor	117	070	130	184	179	197	087	171	253	162	146	140	174	050	102	119	171	156	167	126	131	538	504	275		492
55	83	R-605	" Calmness	160	136	162	208	226	237	142	238	237	167	156	130	183	079	120	112	135	137	155	113	165	471	589	210	492	
56	84	R-606	" Tidiness	114	077	129	170	184	193	093	188	260	149	183	145	204	053	136	119	144	136	192	137	154	452	557	209	472	545
57	85	R-607	" Culture	095	046	101	128	171	165	129	172	216	140	159	105	170	067	128	103	120	111	146	082	170	471	595	241	476	522
58	86	R-608	" Leadership	-018	-034	-021	023	058	046	064	056	084	107	143	058	134	140	153	088	-040	-007	048	012	185	350	430	319	405	372
59	87	R-609	" Self-Confidence	131	113	147	182	214	217	094	208	214	132	114	112	142	022	062	082	151	146	166	112	104	372	306	128	295	436
60	88	R-610	" Mature Personality	104	104	131	200	229	235	143	236	279	152	172	126	214	062	133	114	161	130	169	103	165	466	622	273	556	610
	89	F-701	Int Inv: Phys Sci	-116	-214	-202	-226	-285	-282	-200	-288	-155	-077	-070	-057	-126	-020	-047	-053	-080	-077	-084	-047	-010	-090	-154	-023	-158	-182
	90	F-702	" Biol Sci & Med	-040	-069	-096	-106	-173	-156	-143	-167	-095	-066	-090	-055	-089	-020	-077	-061	-034	-064	-071	-035	-045	-131	-200	-061	-165	-180
	91	F-703	" Pub Serv.	045	026	015	-017	-048	-037	-043	-038	-052	-039	-087	-010	-071	-035	-091	-030	009	-015	-034	017	-063	-159	-157	-053	-091	-108
	92	F-704	" Lit-Ling.	052	023	-012	-027	-077	-059	-092	-071	-013	-026	-073	013	-048	-046	-075	-017	041	014	-032	041	-024	-088	-171	-067	-078	-098
	93	F-705	" Soc.Serv.	071	067	055	047	005	025	-026	019	-010	-030	-075	009	-063	-058	-100	-037	065	022	018	047	-061	-119	-179	-021	-081	-101
	94	F-706	" Artistic	-023	-109	-061	008	-018	-008	-033	-013	053	-020	-031	-056	009	-030	-038	-068	072	005	-000	-031	-028	-038	-125	-035	-022	-078
	95	F-707	" Musical	057	010	055	087	039	065	-017	052	115	016	-013	-011	032	-051	-035	-032	138	072	040	017	004	022	-086	-029	038	-021
	96	F-708	" Sports	-066	002	-092	-079	-089	-092	-043	-089	-188	-101	-119	-081	-155	-023	-091	-073	-096	-105	-117	-067	-107	-276	-154	-083	-308	-174
	97	F-709	" Outdr Rec.	-057	-018	-060	-008	023	011	039	020	-049	-030	-014	-062	-038	014	-005	-047	-029	-053	-026	-058	-067	-121	-060	-060	-165	-074
	98	F-710	" Bus.-Mgmt.	053	058	029	017	029	026	013	028	-024	-039	-078	-007	-048	-052	-088	-039	024	003	-017	023	-064	-182	-151	-068	-094	-096
	99	F-711	" Sales	076	075	044	045	034	042	025	043	-002	-018	-059	015	-030	-040	-076	-021	036	018	007	046	-050	-115	-088	-059	-037	-036
	100	F-712	" Computation	-010	-047	-028	-081	-112	-107	-067	-105	-114	-075	-086	-028	-124	-074	-091	-061	-019	-021	-030	007	-055	-107	-137	-019	-086	-119
	101	F-713	" Office Work	112	096	138	138	144	153	056	148	094	011	-016	052	-001	-076	-068	-014	146	091	103	098	-043	-002	-014	-015	033	023
	102	F-714	" Mech-Tech	046	002	093	108	167	153	100	157	105	055	052	072	031	-023	006	024	124	094	125	098	-036	005	045	004	007	024
	103	F-715	" Skilled Trades	109	109	166	191	231	232	130	232	159	059	021	083	062	-055	-039	017	167	131	138	124	-047	016	048	-024	041	065
	104	F-716	" Farming	020	033	051	093	130	123	086	128	076	061	080	054	047	018	054	038	059	059	097	057	003	015	028	010	-041	023
	105	F-717	" Labor	149	160	221	239	279	284	142	278	216	099	073	129	077	-054	-003	052	237	181	199	170	-041	077	105	-028	096	123
	106	C-001	Composite: I.Q.Comp.	453	567	774	806	725	826	388	802	529	229	136	243	269	-089	-007	096	477	383	373	320	-090	153	203	011	226	269
	107	C-002	" Gen.Acad.Apt.	435	536	671	813	833	895	444	875	606	240	148	221	334	-088	-000	079	515	395	391	301	-070	177	222	010	234	279
	108	C-003	" Verbal	389	460	601	706	717	774	390	759	585	238	155	215	317	-098	003	074	505	404	401	295	-042	191	230	018	243	268
	109	C-004	" Quantitative	378	497	574	828	932	963	645	981	557	201	129	161	339	-041	016	057	434	300	304	221	-076	130	189	013	193	251
	110	C-005	" Technical	425	561	586	632	609	672	336	658	380	167	056	206	180	-086	-056	085	361	300	268	270	-043	104	164	019	189	259
	111	C-006	" Sci. Apt	466	601	713	815	802	877	472	867	526	221	118	231	278	-079	-018	094	462	363	348	305	-074	144	205	016	224	287

Table V-2c (continued)

Tidiness 84	Culture 85	Leadership 86	Self-Confidence 87	Mature Personality 88	Phys Sci. 89	Biol Sci & Med 90	Pub Serv. 91	Lit-Ling. 92	Soc. Service 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus.-Mgmt 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q. Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci.Apt. 111	MEAN	S.D.	Code
140	114	-032	153	136	-046	-036	008	042	069	046	075	-075	-043	014	035	029	139	092	152	056	202	401	434	452	371	365	414	10.2173	1.0284	
																												1.0000	.0000	
228	211	016	262	233	-051	-038	017	062	078	057	144	-120	-109	032	059	051	160	088	176	059	242	487	529	568	394	505	511	11.0438	1.7003	R-101
203	173	029	258	232	-198	-132	001	-022	106	007	092	-067	-018	077	094	043	241	173	291	130	340	784	812	835	698	798	836	11.7169	4.2851	R-102
179	187	061	212	220	-183	-159	-059	-134	033	-072	020	-076	019	019	033	005	200	236	278	163	319	721	748	798	664	653	745	11.0711	4.5830	R-103
206	213	094	200	218	-201	-175	-050	-133	007	-087	-108	-077	039	011	024	-027	144	180	223	142	280	627	656	662	542	598	666	5.3299	2.9258	R-104
192	179	037	237	236	-198	-137	-053	-073	053	-011	082	-113	-022	029	057	-006	206	194	272	115	325	750	770	773	664	712	776	13.7259	5.6435	R-105
183	183	084	236	256	-326	-207	-052	-109	004	-048	007	-078	047	017	032	-107	149	147	230	149	283	721	793	715	871	690	814	8.1080	4.7348	R-106
154	143	020	214	201	-289	-183	014	-023	073	-027	069	-055	-018	091	093	-016	204	116	244	121	287	688	711	690	655	857	801	8.7615	4.0301	R-107
146	128	-001	200	176	-221	-178	020	-029	086	-039	061	-061	-076	076	102	045	198	106	215	047	274	648	660	654	578	765	729	5.9032	2.5202	R-108
143	124	005	200	172	-147	-086	007	-002	096	079	100	-084	-047	059	080	034	212	142	240	077	277	653	662	645	573	620	676	5.4144	2.0858	R-109
121	166	026	203	160	-251	-149	034	-010	112	-024	037	-057	-031	098	127	029	214	088	234	109	261	607	604	588	542	774	707	4.4075	2.3947	R-110
135	121	-015	214	194	-276	-118	066	058	109	004	062	037	-001	124	127	014	194	-022	192	098	239	574	588	559	547	856	726	8.3069	4.1958	R-111
146	122	-041	225	181	-141	-030	100	139	184	058	162	-030	-093	121	158	085	219	-031	169	-002	227	585	600	598	496	812	700	10.9934	3.6969	R-112
144	137	-005	193	174	-096	-031	063	071	120	053	148	-090	-165	082	097	064	163	030	149	-113	179	542	561	569	450	620	595	7.2801	2.6000	R-113
180	166	044	210	191	-137	-110	-019	-011	026	-025	058	-049	-051	006	027	-022	101	051	130	019	204	484	508	502	448	547	544	7.6627	2.9427	R-114
196	171	114	218	212	-151	-110	-069	-067	016	034	115	-322	-058	-036	-001	-043	158	149	190	079	246	610	637	640	555	522	613	7.3110	3.1798	R-115
212	200	075	225	217	-179	-153	-034	-091	050	-085	019	-087	000	023	040	013	194	193	256	146	318	661	678	694	573	615	682	5.5268	2.6016	R-131
151	151	042	196	191	-176	-118	-040	-064	055	-004	073	-084	-024	014	037	-007	165	138	213	086	261	627	647	643	564	593	654	4.3520	1.8790	R-132
216	177	036	224	230	-163	-145	002	-027	055	-013	069	-089	-043	041	057	-005	169	142	221	088	285	657	689	696	568	636	690	5.1173	2.2144	R-133
167	150	017	265	199	-161	-109	029	015	086	-027	060	-079	-102	041	076	017	151	037	161	030	217	539	560	558	476	594	596	2.9103	1.3219	R-134
151	160	047	166	171	-145	-106	-052	-086	022	-072	006	-059	-002	-013	007	-015	105	102	143	079	187	466	487	486	445	439	495	2.4075	1.3336	R-135
158	151	079	177	183	-165	-148	-070	-110	003	-042	023	-039	028	-019	002	-131	124	151	184	121	234	569	588	595	508	505	581	1.4899	.9883	R-136
146	117	041	174	164	-144	-111	-019	-053	067	-035	064	-061	008	048	069	033	196	183	244	128	284	590	602	611	510	557	609	2.5101	1.3462	R-137
133	124	087	170	172	-157	-129	-076	-115	015	-037	017	-114	-020	-015	013	-013	115	141	154	067	191	466	477	473	429	432	486	2.2588	1.4538	R-138
173	161	053	202	240	-177	-118	-070	-064	037	-028	051	-069	004	-014	017	-036	155	135	192	099	264	621	632	622	566	566	641	4.0432	1.9251	R-139
219	178	025	241	214	-123	-072	-065	010	066	-001	095	-113	-068	028	055	019	180	120	196	087	282	595	612	623	489	555	605	2.7590	1.1144	R-140
189	185	109	176	208	-130	-117	-018	-050	019	-012	034	-074	-008	004	037	-046	074	118	161	097	205	443	481	477	442	419	476	1.3307	.8520	R-141
193	266	092	226	257	-173	-157	-067	-135	-025	-065	-014	-101	-039	-061	038	-010	116	161	181	078	223	609	621	614	541	529	613	6.3821	3.3209	R-142
057	061	007	082	052	-086	-051	-024	-022	018	-048	002	004	-009	009	030	007	064	031	065	041	100	257	276	280	249	268	265	1.0596	.8529	R-143
110	096	031	127	117	-080	-049	005	002	037	014	039	-053	004	017	016	-031	084	087	117	054	139	353	376	350	360	313	373	.7883	.6943	R-144
025	028	-004	090	058	-045	013	062	035	115	058	145	-076	-235	059	053	065	108	-086	024	-160	035	227	223	226	158	326	267	2.0345	1.2231	R-145
064	055	038	099	099	-077	-051	025	039	081	031	095	-093	-234	053	037	045	081	-011	051	-089	057	276	270	265	215	340	314	1.5949	1.2181	R-146
217	171	047	258	233	-155	-107	011	018	081	015	113	-120	-106	049	075	037	209	109	210	058	273	626	649	649	551	646	670	4.5325	2.0288	R-147
194	167	041	226	197	-107	-069	008	-008	065	-008	048	-065	-019	033	059	013	132	107	185	089	233	483	503	498	434	461	508	1.1441	.7666	R-148
170	165	073	226	177	-218	-141	-055	-061	009	-017	052	-136	-045	-000	011	-048	118	101	168	104	221	506	528	515	489	470	534	2.3269	1.2458	R-149
186	174	042	202	207	-131	-107	-018	-084	039	-041	020	-081	003	012	034	019	174	165	213	125	258	624	646	657	549	547	633	3.5104	1.7231	R-150
123	106	060	125	128	-112	-105	-048	-076	021	-047	-011	-027	047	-016	-015	-012	093	130	128	116	158	356	366	360	350	326	378	1.0574	.9554	R-151
188	178	073	224	275	-180	-129	-009	-047	022	-006	166	-096	-026	047	055	-014	168	152	230	130	285	618	651	658	572	603	657	4.5022	1.9382	R-152
216	185	055	231	238	-192	-142	-033	-066	055	-047	049	-083	-022	023	048	000	195	171	243	106	309	739	767	787	643	682	759	5.1753	2.4345	R-162
222	187	041	265	250	-203	-145	-012	-040	093	-014	082	-078	-021	061	083	029	239	184	292	129	350	819	848	872	723	806	862	16.8922	6.3003	R-172
222	206	043	286	270	-263	-169	-005	-036	091	-014	086	-103	-038	069	094	005	242	152	289	116	353	842	875	870	786	912	928	127.0364	37.8047	R-190
251	232	080	293	292	-225	-172	-041	-077	063	-041	070	-129	-063	026	057	004	217	181	269	113	343	819	845	845	731	781	856	63.6300	21.8900	R-192
238	220	057	295	284	-256	-174	-017	-051	084	-024	082	-115	-048	056	083	005	239	165	289	118	358	855	886	882	786	889	926	190.6500	60.2520	R-100
080	065	-031	108	078	-086	-070	-003	008	018	018	072	-067	-075	069	010	-161	059	040	083	-065	117	315	348	345	272	272	320	8.5717	3.1559	R-211
137	130	039	156	155	-155	-120	-053	-111	-041	-048	035	-103	-012	-026	061	-056	065	113	137	076	167	482	518	498	477	376	483	10.1294	4.9940	R-212
227	190	100	223	227	-135	-113	-023	-084	022	-038	009	-088	-014	023	042	003	140	167	211	123	250	643	668	667	548	537	637	13.0867	6.7594	R-220
227	181	067	187	240	-147	-115	-043	-097	-029	-002	037	-123	-004	-019	-065	-048	085	138	166	088	207	576	691	737	558	434	569	7.8969	3.1558	R-231
172	141	-009	164	144	-087	-047	008	028	049	025	089	-097	-046	033	050	004	135	123	179	067	217	528	657	726	478	459	533	27.7196	5.4004	R-232
197	165	023	193	214	-190	-125	-013	-059	013	-011	037	-075	003	016	024	-065	177	162	218	108	269	721	833	846	709	585	730	15.7153	4.7693	R-233
169	139	001	190	167	-123	-083	027	-018	053	036	073	-069	-029	060	059	007	167	142	214	096	256	643	754	800	584	557	652	15.2891	3.8004	R-234
140	094	-007	153	138	-113	-074	018	-027	033	005	071	-088	-022	038	035	-001	155	155	197	074	239	619	670	769	533	485	600	7.6275	2.6797	R-235
226	187	017	223	227	-168	-112	-006	-041	028	004	078	-113	-029	030	040	-029	166	178	242	166	298	768	906	757	714	630	769	74.2600	15.9450	R-230
162	148	061	161	220	-249	-166	-051	-120	-033	-057	-018	-075	029	-007	004	-101	086	153	193	122	230	666	702	637	676	523	677	8.5905	5.0264	R-240
207	178	043	256	244	-212	-155	-036	-096	044	-030	046	-122	-053	028	057	-006	198	182	253	098	301	944	892	817	716	713	881	26.3167	11.6366	R-250
176	158	064	200	207	-205	-136	-007	-056	035	-073	021	-047	-042	030	064	-017	149	077	173	048	226	681	694	623	572	641	739	8.1272	3.9958	R-260
105	077	-032	169	128	-215	-083	076	073	119	-032	085	-043	-090	074	113	025	168	-017	142	006	200	651	626	566	554	803	742	11.5703	4.2776	R-270
114	095	-018	131	104	-116	-040	045	052	071	-023	057	-066	-057	053	076	-010	112	046	109	020	149	453	435	389	378	425	466	12.5893	5.9046	R-281
077	046	-034	113	104	-214	-067	026	023	067	-107	010	002	-018	096	075	-047	076	002	109	033	160	567	536	460	497	561	601	8.3824	3.4026	R-282
129	101	-021	147	131	-202	-096	015	-012	055	-061	055	-092	-060	029	044	-028	138	093	166	051	221	774	671	661	574	586	713	8.3487	3.2351	R-290
170	128	023	182	200	-226	-106	-017	-027	047	068	087	-079	-008	017	045	-081	138	108	191	093	239	806	813	706	828	632	815	7.7962	3.5977	R-311
184	171	058	214	229	-285	-173	-048	-077	005	-018	039	-089	023	029	034	-112	144	167	231	130	279	725	833	717	932	609	802	9.8539	4.6493	R-312
173	165	046	217	235	-282	-156	-037	-059	025	-008	065	-092	011	026	042	-107	153	153	237	123	284	826	895	774	963	672	877	17.6502	7.5943	R-320
093	129	064	099	143	-200	-147	-043	-092	-026	-013	-017	-043	039	013	025	-067	056	106	130	086	142	388	444	390	645	330	472	2.8838	2.0038	R-333
188	172	056	208	236	-288	-167	-038	-071	019	-013	052	-089	020	028	043	-105	148	157	232	128	278	802	875	759	781	658	867	20.5300	8.7526	R-340
260	216	084	214	279	-155	-075	-052	-013	-010	053	115	-188	-049	-024	-002	-114	074	105	159	076	216	529	606	585	557	380	526	34.5484	19.4401	R-410
149	140	107	132	152	-077	-066	-039	-026	-030	-020	016	-101	-030	-039	-018	-075	011	055	059	061	099	229	240	238	201	167	221	10.7975	8.1121	R-420
183	159	143	114	172	-070	-070	-087	-073	-075	-031	-013	-119	-014	-078	-059	-086	-016	052	021	080	073	136	148	155	129	056	118	34.2347	14.9680	R-430
145	105	058	112	126	-057	-055	-010	013	009	-056	-011	-081	-062	-007	015	-028	052	072	083	054	129	243	221	215	161	206	231	21.4680	7.7467	R-440
204	170	134	142	214	-126	-089	-071	-048	-063	009	032	-155	-038	-048	-030	-124	-001	031	062	047	077	269	334	317	339	180	278	38.9778	11.2553	A-410
053	067	140	022	062	-020	-020	-035	-046	-058	-030	-051	-023	014	-052	-040	-074	-076	-023	-055	018	-054	-089	-088	-098	-041	-086	-077	15.9778	12.9241	A-420
136	128	153	062	133	-047	-077	-091	-075	-100	-038	-035	-031	-005	-068	-076	-031	-068	006	-039	054	-003	-007	-000	003	016	-056	-018	39.5388	16.1831	A-430
119	103	088	082	114	-053	-061	-030	-017	-037	-068	-032	-073	-047	-039	-021	-061	-014	024	017	038	052	096	079	074	057	085	094	23.4814	7.9821	A-440
144	120	-040	151	161	-080	-034	009	041	065	072	138	-096	-029	024	036	-017	146	124	167	059	237	477	515	505	434	361	462	21.2350	27.2919	F-410
136	111	-007	146	130	-077	-064	-015	014	022	055	072	-105	-053	003	018	-021	091	094	131	059	181	383	395	404	300	300	363	6.0107	12.7242	F-420
192	140	048	166	169	-084	-071	-034	-032	018	-000	040	-117	-026	-017	007	-030	103	125	138	097	199	373	371	401	304	268	348	18.3003	22.7976	F-430
137	082	012	112	103	-047	-035	017	041	047	-031	017	-067	-058	073	046	007	098	098	124	057	170	320	301	295	221	270	305	19.3758	7.3873	F-440
154	176	185	104	165	-010	-045	-063	-024	-061	-028	064	-107	-067	-064	-050	-055	-043	-036	-047	003	-041	-090	-070	-042	-076	-043	-074	58.6179	27.6044	A-500
452	471	350	372	466	-090	-131	-159	-088	-119	-038	122	-276	-121	-182	-115	-107	-002	005	016	015	077	153	177	191	130	104	144	5.8113	2.9060	R-601
557	595	430	306	622	-154	-200	-157	-171	-179	-125	-086	-154	-060	-151	-088	-137	-014	045	048	028	105	203	222	230	189	164	205	3.7248	2.2083	R-602
209	241	319	128	273	-023	-061	-053	-067	-021	-035	-029	-083	-060	-068	-059	-019	-015	004	-024	010	-028	011	010	018	013	019	016	1.8550	1.5861	R-603
472	476	405	295	556	-158	-165	-091	-078	-081	-022	038	-308	-165	-094	-037	-086	033	007	041	-041	096	226	239	243	193	187	224	3.4606	2.0843	R-604
545	522	372	436	610	-182	-180	-108	-098	-101	-078	-021	-174	-074	-096	-036	-119	023	024	065	023	123	269	279	268	251	259	267	3.6502	2.3927	R-605
	603	351	327	643	-124	-169	-075	-095	-114	-087	-043	-126	-050	-108	-053	-126	008	064	083	045	146	206	234	238	195	164	208	4.7869	2.7026	R-606
603		395	329	600	-168	-213	-177	-209	-197	-173	-152	-152	-032	-154	-097	-155	-024	064	051	040	119	170	199	203	185	141	161	4.3017	2.2573	R-607
351	395		222	455	-144	-193	-187	-199	-175	-119	-101	-146	-034	-165	-120	-164	-080	024	-027	029	014	026	041	033	066	-012	028	1.1819	1.2771	R-608
327	329	222		402	-091	-099	-050	-021	-039	004	037	-089	-053	-028	019	-020	094	065	110	081	155	244	262	254	226	249	264	4.7508	2.3410	R-609
643	600	455	402		-206	-218	-140	-126	-150	-078	-033	-152	-056	-108	-046	-162	-009	012	065	008	124	237	265	254	252	212	256	9.9751	5.1033	R-610
-124	-168	-144	-091	-206		719	428	531	495	475	314	347	208	446	352	626	371	446	351	169	195	-244	-255	-198	-313	-285	-301	48.4768	12.6953	F-701
-169	-233	-173	-099	-218	719		471	580	541	471	364	377	187	455	375	511	331	259	279	126	128	-149	-162	-140	-199	-145	-174	25.2169	7.0072	F-702
-095	-177	-187	-050	-140	428	471		626	533	422	325	352	142	660	516	508	409	213	366	140	206	-022	-027	-018	-048	067	002	35.8085	12.2047	F-703
-095	-209	-199	-071	-126	531	580	626		683	642	567	415	155	665	595	575	524	255	459	210	320	-069	-071	-062	-088	051	-038	53.3556	11.6422	F-704
-114	-197	-175	-039	-150	495	541	533	683		500	431	397	173	626	548	573	579	361	517	271	394	054	039	049	011	141	078	40.3345	5.2145	F-705
-087	-173	-119	204	-078	475	471	422	642	500		510	275	160	514	440	442	430	330	445	218	301	-034	-020	-014	-024	-010	-029	23.6567	3.9730	F-706
-043	-152	-101	037	-033	314	364	325	567	431	510		140	014	364	372	354	375	179	300	094	242	065	068	076	040	101	075	18.1469	4.8779	F-707
-126	-152	-146	-089	-152	397	377	352	415	397	275	140		521	438	323	344	284	333	364	354	261	-121	-117	-108	-091	-038	-070	20.1277	6.6622	F-708
-050	-032	-034	-053	-056	208	187	142	155	173	160	014	521		254	167	121	158	360	334	528	262	-052	-025	-021	028	-062	-038	7.2095	2.9988	F-709
-108	-154	-165	-028	-108	446	455	660	665	626	514	364	438	254		712	657	608	418	610	295	451	029	033	034	025	125	066	44.1127	7.8666	F-710
-053	-097	-120	019	-046	352	375	516	595	548	440	322	373	167	712		594	602	360	558	257	430	059	054	054	041	147	072	20.1475	5.0459	F-711
-126	-155	-164	-020	-162	626	511	508	575	623	442	354	344	121	657	594		665	393	500	210	362	-032	-052	-011	-114	035	-033	33.8044	7.4359	F-712
008	-024	-080	094	-009	371	331	409	524	579	430	375	284	158	608	602	665		531	701	338	633	195	196	207	152	242	217	25.9754	5.3357	F-713
064	064	024	065	012	446	259	213	255	361	330	179	333	360	416	360	393	531		783	527	661	165	187	208	163	039	130	47.6252	11.3403	F-714
083	051	-027	110	065	351	279	366	459	517	445	300	364	334	610	558	500	701	783		562	793	250	272	286	241	233	264	64.0068	11.5534	F-715
045	040	029	081	008	169	126	140	210	271	218	094	354	528	295	257	210	338	527	562		500	078	123	133	139	075	107	20.6969	6.6309	F-716
146	119	014	155	124	195	128	206	320	394	301	242	261	262	451	430	362	633	661	793	500		307	333	345	292	297	327	38.4406	6.5452	F-717
206	170	026	244	237	-244	-149	-022	-069	054	-034	065	-121	-052	029	059	-037	195	165	250	098	307		941	848	810	765	946	151.6788	57.0651	C-001
234	199	041	262	265	-255	-162	-027	-071	039	-020	068	-117	-025	033	054	-052	196	187	272	123	333	941		951	890	772	949	456.2172	131.2238	C-002
238	203	033	254	254	-198	-140	-018	-062	049	-014	076	-108	-021	039	054	-011	207	208	286	133	345	848	951		778	742	865	102.2820	24.4172	C-003
195	185	066	226	252	-313	-189	-048	-088	011	-024	040	-091	028	025	041	-114	152	163	241	139	292	810	890	778		689	887	90.5555	39.6806	C-004
164	141	-012	249	212	-285	-145	067	051	141	-010	101	-038	-062	125	147	035	242	039	239	075	299	765	772	742	689		902	49.9428	17.2675	C-005
208	181	028	264	256	-301	-174	002	-038	078	-029	075	-090	-038	066	092	-033	217	130	264	107	327	945	949	865	887	902		416.6444	144.7719	C-006

Table V-3

Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Girls

Table V-3a. Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Girls 15-year-old girls in high school (10% Subsample. N=3829)

Var*	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc. Stud. 7	Math 8	Phys. Sci 9	Bio. Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade			160	250	341	225	235	263	086	270	206	058	061	140	150	185	180	256	195	266	132	162	202	166	118
	2		Sex (1=M, 2=F)																									
1	3	R-101	Info I: Screening	160			321	309	308	350	230	248	241	300	129	201	250	310	363	260	295	230	356	212	203	235	204	145
2	4	R-102	" Vocab I	250		321		705	654	716	650	613	600	558	423	394	489	574	512	526	660	543	578	424	440	532	560	388
3	5	R-103	" Literature	341		309	705		649	706	632	530	550	501	376	340	382	471	403	484	657	494	522	366	450	509	557	369
4	6	R-104	" Music	225		308	654	649		640	576	502	485	441	359	326	394	455	426	496	596	437	500	346	404	468	498	330
5	7	R-105	" Soc.Studies	235		350	716	706	640		626	607	568	520	371	371	425	536	478	520	633	512	544	375	430	511	569	360
6	8	R-106	" Math	263		230	650	632	576	626		563	509	464	342	361	367	431	375	464	518	432	447	343	388	431	446	325
7	9	R-107	" Phys. Sci	086		248	613	530	502	607	563		563	436	388	490	428	497	406	428	489	404	451	372	333	388	446	283
8	10	R-108	" Bio. Sci	270		241	600	550	485	568	509	563		427	327	350	433	512	425	404	484	384	491	365	331	386	427	272
9	11	R-109	" Sci Attitude	206		300	558	501	441	520	464	436	427		252	268	372	430	415	360	470	395	436	298	297	373	386	232
10	12	R-110	" Aero & Space	058		129	423	376	359	371	342	388	327	252		334	322	291	254	304	372	304	282	258	245	290	327	226
11	13	R-111	" Elec & Electron	061		201	394	340	326	371	361	490	350	268	334		364	317	275	295	310	251	302	299	211	267	296	161
12	14	R-112	" Mechanical	140		250	489	382	394	425	367	428	433	372	322	364		507	435	375	378	322	384	375	251	321	320	221
13	15	R-113	" Farming	150		310	574	471	455	536	431	497	512	430	291	317	507		487	434	459	390	467	369	330	377	390	248
14	16	R-114	" Home Ec	185		363	512	403	426	478	375	406	425	415	254	275	435	487		359	404	351	445	337	308	338	330	206
15	17	R-115	" Sports	180		260	526	484	496	520	464	428	404	360	304	295	375	434	359		457	394	410	327	317	398	405	292
	18	R-131	Info II:Art	256		295	660	657	596	633	518	489	484	470	372	310	378	459	404	457		486	519	372	430	471	540	334
	19	R-132	" Law	195		230	543	494	437	512	432	404	384	395	304	251	322	390	351	394	486		408	307	327	396	405	284
	20	R-133	" Health	266		356	578	522	500	544	447	451	491	436	282	302	384	467	445	410	519	408		342	342	423	405	259
	21	R-134	" Engineering	132		212	424	366	346	375	343	372	365	298	258	299	375	369	337	327	372	307	342		268	306	290	211
	22	R-135	" Architecture	162		203	440	450	404	430	388	333	331	297	245	211	251	330	308	317	430	327	342	268		305	360	245
	23	R-136	" Journalism	202		235	532	509	468	511	431	338	386	373	290	267	321	377	338	398	491	396	423	306	305		400	266
	24	R-137	" Foreign Travel	166		264	560	557	498	569	446	446	427	386	327	296	320	390	330	405	540	405	405	290	360	400		306
	25	R-138	" Military	118		145	388	369	330	360	325	283	272	232	226	161	221	248	206	292	334	284	259	211	245	266	306	
	26	R-139	" Acct,Bus,Sales	235		261	558	523	497	554	474	419	400	412	303	272	354	397	392	394	519	450	444	308	340	440	431	300
	27	R-140	" Pract.Knowl.	160		348	443	407	390	424	343	313	339	372	218	223	322	336	380	347	453	361	422	295	273	346	342	205
	28	R-141	" Clerical	341		265	375	346	336	373	360	248	283	269	155	201	275	291	325	285	364	270	368	245	218	305	271	190
	29	R-142	" Bible	171		225	534	522	442	539	442	408	427	441	266	228	294	424	342	349	470	428	413	286	331	370	379	288
	30	R-143	" Colors	170		173	424	400	410	382	372	332	339	298	201	191	235	307	315	294	380	317	342	248	288	308	326	194
	31	R-144	" Etiquette	142		228	351	301	307	337	316	290	270	315	140	164	226	298	310	252	305	251	328	203	186	234	256	158
	32	R-145	" Hunting	055		062	120	080	070	078	075	107	123	081	081	098	152	144	124	125	098	089	105	150	082	074	072	045
	33	R-146	" Fishing	017		061	066	054	058	041	056	053	050	039	067	077	096	078	051	075	056	046	058	110	068	035	043	030
	34	R-147	" Outdr Act(Other)	182		266	532	468	460	459	450	444	441	411	300	305	387	441	423	434	498	391	454	366	290	354	394	242
	35	R-148	" Photography	145		235	361	320	302	340	260	232	240	303	153	198	251	288	278	246	353	272	339	254	204	274	254	149
	36	R-149	" Games	140		203	342	346	316	342	342	261	235	264	176	180	207	227	222	308	334	254	287	219	223	234	255	175
	37	R-150	" Theater, ballet	251		295	630	606	575	573	489	416	407	428	318	260	325	403	373	463	603	469	485	317	371	473	479	312
	38	R-151	" Foods	173		181	478	468	467	418	379	312	308	313	237	194	246	294	336	328	460	334	369	245	287	349	372	233
	39	R-152	" Miscellaneous	217		304	568	559	523	564	489	465	437	432	321	299	339	415	405	401	553	422	484	320	368	427	439	289
	40	R-162	" Vocabulary II	269		314	686	617	585	639	540	501	507	504	336	305	418	500	491	475	655	531	610	378	386	574	489	306
	41	R-172	Vocab Tot. (I & II)	277		344	962	728	680	744	661	620	613	583	424	392	501	592	545	549	711	582	636	441	455	590	578	388
16	42	R-190	Info I Total	281		418	867	809	759	849	769	758	715	641	502	535	620	693	637	644	709	576	642	489	489	574	612	404
	43	R-192	Info II Total	312		392	809	764	708	771	659	609	611	589	430	399	503	602	558	589	805	661	708	528	549	620	651	460
	44	R-100	Info Total (I & II)	300		420	870	815	761	844	751	725	697	640	490	501	595	679	626	642	763	622	683	516	524	607	643	435
17	45	R-211	Memory for Sentences	090		187	299	254	222	276	260	268	238	239	138	162	177	230	211	197	254	228	256	168	172	197	204	127
18	46	R-212	Memory for Words	212		223	468	458	401	449	438	380	377	343	188	218	229	339	265	318	401	334	373	235	274	307	336	226
19	47	R-220	Disguised Words	255		290	551	518	505	483	471	366	373	416	254	218	311	349	362	353	507	358	453	287	328	395	405	251
20	48	R-231	English:Spelling	235		288	496	457	420	468	461	349	350	335	187	201	224	328	301	344	418	310	416	237	306	361	335	214
21	49	R-232	" Capitalization	184		322	395	368	330	393	319	298	310	345	167	202	236	314	320	293	357	273	347	223	223	283	266	152
22	50	R-233	" Punctuation	248		317	609	554	517	585	583	475	463	482	265	261	319	435	408	395	509	400	467	300	343	403	411	254
23	51	R-234	" Usage	222		293	520	467	421	486	450	379	379	414	208	232	274	381	341	337	432	347	399	262	294	348	355	216
24	52	R-235	" Eff. Exp.	220		242	452	407	383	415	373	308	312	404	193	162	229	318	320	272	399	325	357	214	252	316	321	179
25	53	R-230	" Total	280		384	639	582	535	609	569	474	471	511	265	278	336	461	439	427	545	427	513	324	367	439	436	262
26	54	R-240	Word Functions	229		228	587	549	476	555	615	460	453	456	257	247	295	403	346	403	463	411	429	299	336	386	413	286
27	55	R-250	Reading Comprehension	302		360	747	704	624	720	616	553	574	583	353	317	417	546	464	488	663	524	579	399	420	526	530	339
28	56	R-260	Creativity	168		243	561	493	471	502	468	452	427	418	334	312	415	449	423	408	491	409	433	349	333	385	413	273
29	57	R-270	Mechanical Reasoning	153		194	475	388	401	424	449	435	409	382	318	269	384	385	374	355	405	331	338	327	271	281	350	220
30	58	R-281	Vis. in 2 Dimens	126		193	329	271	280	237	321	272	254	272	169	167	248	250	283	252	290	228	233	227	196	196	278	130
31	59	R-282	Vis. in 3 Dimens	139		161	402	360	362	382	412	378	349	344	219	230	320	331	344	292	359	289	289	275	245	241	264	163
32	60	R-290	Abstract Reasoning	199		255	491	460	437	477	482	417	391	430	249	226	303	368	367	352	439	332	397	281	301	321	339	206
33	61	R-311	Math I	147		257	617	539	484	595	591	508	478	503	287	301	373	464	426	432	478	439	451	347	341	408	402	271
34	62	R-312	Math II	147		243	595	550	503	591	705	522	474	458	285	301	340	427	376	426	477	422	444	322	336	405	407	263
35	63	R-320	Math I & II	217		275	668	601	545	654	721	569	525	528	316	332	391	470	440	473	526	474	493	368	373	448	446	307
36	64	R-333	Math III	215		113	293	319	256	277	438	264	245	229	161	171	168	168	163	226	252	224	204	142	193	188	207	158
37	65	R-340	Math Total(I+II+III)	245		269	653	601	535	638	732	563	521	517	312	335	385	471	424	465	520	467	481	357	372	435	440	305
42	66	R-410	Arith Computation	168		359	422	365	355	438	440	361	312	340	155	231	237	350	316	351	349	273	378	265	242	314	271	183
43	67	R-420	Table Reading	182		165	118	130	118	120	131	076	096	083	056	056	056	062	111	122	150	081	117	090	067	100	108	060
44	68	R-430	Clerical Checking	129		081	049	071	043	041	089	003	010	028	027	037	-012	-061	017	034	062	030	044	044	041	053	047	018
45	69	R-440	Object Inspection	133		161	130	136	138	118	130	087	115	109	080	057	089	079	145	140	166	097	133	118	101	166	103	074
46	70	A-410	Arith Computation	127		287	324	284	271	340	363	288	233	253	118	193	176	258	231	284	267	209	278	213	198	249	213	153
47	71	A-420	Table Reading	093		059	017	025	028	018	054	-001	016	-022	-001	006	-012	-039	011	052	037	001	001	024	004	018	037	031
48	72	A-430	Clerical Checking	063		023	-026	000	-019	-031	027	-048	-034	-032	-003	002	-048	-110	-036	-022	-003	-017	-016	008	-003	-004	-008	-016
49	73	A-440	Object Inspection	108		127	064	081	082	060	076	049	078	046	056	036	063	038	075	100	103	049	071	081	068	061	061	048
38	74	F-410	Arith Computation	154		304	376	319	320	385	353	305	288	316	140	183	221	328	299	291	313	245	354	223	198	269	233	145
39	75	F-420	Table Reading	195		201	169	181	158	171	153	122	136	151	089	084	100	136	163	141	201	127	184	119	101	152	134	064
40	76	F-430	Clerical Checking	168		185	203	208	170	190	200	120	129	157	088	102	074	074	134	151	190	126	167	109	129	165	155	090
41	77	F-440	Object Inspection	137		170	169	170	172	152	165	122	142	154	087	076	109	121	166	157	201	123	176	135	112	129	123	087
50	78	A-500	Preferences	014		127	008	014	007	002	-001	-006	013	-033	-003	030	032	026	009	067	019	004	022	042	020	016	015	005
51	79	R-601	SAI: Sociability	118		191	076	065	108	059	063	008	029	075	012	032	037	064	085	102	072	021	098	069	035	077	040	030
52	80	R-602	" Soc.Sensitivity	147		197	190	182	201	173	159	115	143	164	086	088	070	127	150	118	184	110	179	097	087	171	127	087
53	81	R-603	" Impulsiveness	057		097	159	151	145	122	111	096	105	099	089	066	088	097	075	120	135	103	078	079	094	103	120	097
54	82	R-604	" Vigor	097		145	162	132	171	124	138	098	117	110	067	071	123	155	130	167	123	064	154	142	065	111	086	068
55	83	R-605	" Calmness	116		171	182	142	172	160	172	123	126	146	086	110	115	133	159	132	154	112	168	131	083	147	107	099
56	84	R-606	" Tidiness	096		179	113	089	122	105	095	068	063	069	017	071	039	056	130	068	098	028	146	087	066	097	046	050
57	85	R-607	" Culture	128		184	240	227	265	216	204	175	185	164	101	113	124	153	169	137	205	131	197	127	135	188	143	118
58	86	R-608	" Leadership	045		070	100	104	145	097	133	063	059	080	032	032	028	039	050	096	080	050	063	057	062	089	052	088
59	87	R-609	" Self-Confidence	097		112	138	131	163	129	140	083	095	115	079	091	100	103	099	116	118	104	123	104	066	104	097	070
60	88	R-610	" Mature Personality	127		168	238	209	225	223	254	188	175	159	122	131	125	150	180	151	193	142	195	150	131	179	147	128
	89	F-701	Int Inv: Phys Sci	-046		043	-218	-200	-159	-222	-304	-237	-228	-137	-158	-132	-111	-108	-069	-129	-160	-140	-110	-102	-121	-123	-136	-122
	90	F-702	" Biol Sci & Med	-042		-004	-222	-215	-196	-205	-244	-210	-247	-124	-124	-048	-111	-123	-105	-140	-175	-119	-173	-125	-127	-144	-138	-124
	91	F-703	" Pub Serv.	-020		055	-061	-091	-058	-100	-100	-047	-058	-010	-032	-021	008	002	034	-053	-054	-059	001	-014	-036	-061	-048	-046
	92	F-704	" Lit-Ling.	-064		-026	-234	-260	-219	-242	-231	-188	-198	-159	-134	-102	-085	-144	-061	-148	-217	-163	-148	-095	-144	-189	-158	-127
	93	F-705	" Soc.Serv.	-039		-017	-047	-043	-046	-061	-104	-026	-045	-049	033	-002	021	-024	-036	-036	-031	-014	-043	-019	-034	-058	-017	-053
	94	F-706	" Artistic	-045		-025	-220	-244	-203	-208	-197	-186	-220	-165	-141	-100	-110	-154	-108	-107	-240	-122	-151	-129	-157	-165	-169	-095
	95	F-707	" Musical	-012		023	-135	-141	-210	-119	-156	-131	-120	-056	-089	-072	-074	-089	-019	-059	-085	-065	-060	-062	-074	-077	-076	-064
	96	F-708	" Sports	-039		-037	-139	-146	-126	-140	-157	-129	-149	-088	-111	-071	-099	-128	-065	-201	-125	-102	-085	-121	-101	-103	-115	-099
	97	F-709	" Outdr Rec.	-003		029	-089	-103	-064	-076	-083	-102	-146	-051	-111	-067	-124	-127	-063	-082	-090	-069	-044	-095	-066	-037	-095	-048
	98	F-710	" Bus.-Mgmt.	-030		051	-006	-010	-001	-026	-035	011	-002	-003	018	-015	021	013	022	-017	-003	-007	023	005	-019	-025	014	-024
	99	F-711	" Sales	-012		065	-002	007	017	-009	-022	-015	-001	004	003	-021	-008	015	017	-016	012	-006	012	003	-025	-009	015	-008
	100	F-712	" Computation	004		048	041	090	067	009	-035	003	021	011	034	-028	-008	029	-018	006	069	026	035	012	038	016	083	028
	101	F-713	" Office Work	044		039	213	255	211	205	203	177	177	138	131	077	082	122	052	142	201	149	120	068	128	138	204	124
	102	F-714	" Mech-Tech	031		141	011	028	045	023	-015	-018	-026	030	-022	-000	-032	012	032	024	042	-002	066	022	002	035	024	-008
	103	F-715	" Skilled Trades	032		109	066	074	089	073	047	044	016	047	038	034	019	033	037	055	083	049	082	049	024	056	067	027
	104	F-716	" Farming	019		042	-079	-072	-043	-058	-049	-089	-119	-057	-104	-054	-128	-150	-068	-062	-064	-056	-028	-093	-036	-028	-074	-044
	105	F-717	" Labor	073		114	085	115	120	092	068	046	034	086	038	032	001	003	020	064	118	068	092	035	050	080	088	056
	106	C-001	Composite: I.Q.Comp.	291		358	754	699	629	728	666	588	585	608	360	336	437	557	510	509	652	527	582	413	430	517	523	335
	107	C-002	" Gen.Acad.Apt.	303		381	792	721	656	753	753	616	600	614	368	365	448	572	524	536	664	544	604	421	447	539	542	351
	108	C-003	" Verbal	326		404	819	779	663	740	676	583	584	591	363	356	432	555	514	524	680	536	611	404	453	548	553	351
	109	C-004	" Quantitative	259		270	683	639	574	665	842	589	540	525	336	355	395	479	429	489	545	481	494	368	394	456	462	326
	110	C-005	" Technical	182		305	714	608	588	663	624	813	723	518	571	652	702	604	523	517	580	475	536	477	391	457	515	329
**	111	C-006	" Sci. Apt.	276		352	800	725	667	763	773	717	672	617	459	475	556	609	547	561	668	555	603	466	454	535	560	367

Table V-3a (continued)

Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28	Bible 29	Colors 30	Etiquette 31	Hunting 32	Fishing 33	Outdr Act(Other) 34	Photography 35	Games 36	Theater,Ballet 37	Foods 38	Miscellaneous 39	Vocabulary II 40	Voc.Tot. (I & II) 41	Info I Total 42	Info II Total 43	Info Tot (I & II) 44	Mem.for Sentences 45	Mem.for Words 46	Disguised Words 47	Spelling 48	Capitalization 49	Punctuation 50	Usage 51	Eff. Exp. 52	Eng. Total 53	Word Functions 54	Reading Comp. 55	Creativity 56	Mech.Reasoning 57	Code
235	180	341	171	170	142	055	017	182	145	140	251	173	217	269	277	281	312	300	070	212	255	235	184	248	222	220	280	229	302	168	153	
261	348	265	225	173	228	062	061	266	235	203	295	181	304	314	344	418	392	420	187	223	290	288	322	317	293	242	384	228	360	243	194	R-101
558	443	375	534	424	351	120	066	532	361	342	630	478	568	606	962	867	809	870	299	468	551	496	395	409	520	452	639	587	747	561	475	R-102
523	407	346	522	400	301	080	054	468	320	346	606	468	559	617	728	809	764	815	254	458	518	457	368	554	467	407	582	549	704	473	388	R-103
497	390	336	442	410	307	070	058	460	302	316	575	467	523	585	680	759	708	761	222	401	505	420	330	517	421	383	535	476	624	471	461	R-104
554	424	373	539	382	337	078	041	499	340	342	573	418	564	639	744	849	771	844	276	449	483	468	393	585	486	415	609	555	720	502	424	R-105
474	343	300	442	372	316	075	056	450	260	342	489	379	489	540	661	769	659	751	260	438	471	461	319	583	450	373	569	615	616	468	449	R-106
419	313	248	408	332	290	107	053	444	232	261	416	312	465	501	620	758	609	725	268	380	366	349	298	475	379	308	474	460	553	452	435	R-107
400	339	283	427	339	270	123	050	441	240	235	407	308	437	507	613	715	611	697	238	377	373	350	310	463	379	312	471	453	574	427	409	R-108
412	372	269	411	298	315	081	039	411	303	264	428	313	432	504	583	641	589	640	239	343	416	335	345	482	414	404	511	456	583	418	382	R-109
303	218	155	266	201	140	081	067	300	153	176	318	237	321	336	424	502	430	490	138	188	254	187	167	265	208	193	265	257	353	334	318	R-110
272	223	201	228	191	164	098	077	305	198	180	260	194	299	305	392	535	399	501	162	218	218	201	202	261	232	162	278	247	317	312	263	R-111
354	322	275	294	235	226	152	096	387	251	209	325	246	339	418	501	620	503	595	179	229	311	224	236	317	279	229	336	295	417	415	384	R-112
397	336	291	424	307	298	144	078	441	288	227	403	294	415	506	592	693	602	679	230	339	349	326	314	435	381	318	461	403	546	449	385	R-113
392	380	325	342	315	310	124	051	423	278	222	373	336	405	491	545	637	558	626	211	285	362	301	320	408	341	320	439	346	484	423	374	R-114
394	347	285	349	294	252	125	075	434	246	308	463	328	401	475	549	644	589	642	197	318	353	344	293	395	337	272	427	403	488	408	355	R-115
519	453	364	470	380	305	098	056	478	353	334	603	460	553	655	711	709	805	763	254	401	507	416	357	509	432	399	545	463	663	491	405	R-131
450	361	270	428	317	251	089	046	391	272	254	469	334	422	531	502	576	661	622	228	334	358	310	273	407	347	325	427	411	524	409	331	R-132
444	422	368	413	342	328	105	058	454	339	287	485	369	484	610	636	642	708	683	256	373	453	416	347	467	399	357	513	429	579	433	338	R-133
308	295	245	286	248	203	150	110	366	254	219	317	245	320	378	441	489	528	516	168	235	287	237	223	306	262	214	324	299	399	349	327	R-134
340	273	218	331	288	186	082	068	290	204	223	371	287	368	386	455	489	549	524	172	274	326	306	223	343	294	252	367	336	420	333	271	R-135
440	346	305	370	308	234	074	035	354	274	234	473	349	427	574	590	574	620	607	197	307	395	361	283	403	348	316	439	386	526	385	281	R-136
431	342	271	377	326	256	072	043	394	254	255	479	372	437	469	578	612	651	643	204	336	405	335	266	411	355	321	436	413	530	413	350	R-137
300	205	170	288	194	158	045	030	242	149	175	312	233	289	306	308	404	460	435	127	226	251	214	152	254	216	179	262	286	339	273	220	R-138
	393	339	412	317	281	068	039	395	311	276	510	367	451	641	634	613	696	660	233	338	396	351	304	438	363	343	463	433	560	417	332	R-139
393		321	333	249	286	076	067	376	281	203	430	315	410	460	408	500	588	546	218	276	358	303	331	383	326	329	433	335	474	371	243	R-140
339	321		241	202	233	095	053	316	241	197	354	245	323	384	408	421	489	457	136	227	327	313	261	338	284	261	378	242	381	291	223	R-141
412	333	241		280	273	067	062	364	263	237	406	254	451	480	556	581	684	634	241	350	367	340	283	458	370	303	458	445	572	381	307	R-142
317	249	207	280		216	063	007	285	209	139	363	312	352	378	448	463	501	489	181	315	371	325	223	361	284	261	378	344	404	330	275	R-143
281	266	233	273	216		064	016	311	192	136	302	235	281	336	374	400	440	425	156	242	282	252	236	360	284	260	364	315	367	268	264	R-144
068	076	095	067	063	064		074	122	074	070	066	047	091	064	116	141	186	161	052	071	064	061	056	078	063	049	083	046	093	134	033	R-145
039	067	053	062	009	016	074		083	077	034	019	028	064	047	064	084	136	105	027	019	055	039	074	023	020	-003	031	023	050	051	022	R-146
395	396	316	364	285	311	122	083		297	308	445	339	437	557	584	608	665	646	204	304	372	239	299	417	344	318	436	393	522	422	408	R-147
311	281	241	263	209	192	074	079	297		217	319	223	293	375	395	388	461	425	164	227	300	261	261	324	307	275	370	268	398	271	220	R-148
276	283	197	237	199	196	070	034	308	217		299	250	290	335	367	391	451	423	158	235	272	234	209	278	244	216	310	269	335	277	253	R-149
510	430	354	406	363	362	066	018	445	319	299		468	510	618	676	648	737	698	218	376	495	410	332	468	423	385	519	440	620	459	349	R-150
367	305	245	254	312	235	047	028	339	223	250	468		392	447	565	494	556	530	148	274	389	236	222	331	287	289	364	314	436	340	266	R-151
451	410	323	451	352	281	091	064	437	293	290	510	392		579	618	640	713	665	244	382	424	366	336	471	368	343	494	434	573	441	372	R-152
641	468	384	480	398	336	084	047	557	375	335	618	447	579		859	730	790	772	267	425	524	458	395	548	468	424	590	525	687	503	414	R-162
634	488	408	556	448	374	116	064	584	395	367	676	505	618	859		885	867	903	311	489	585	521	426	635	542	477	672	610	784	584	430	R-172
613	500	421	581	463	400	141	084	608	380	391	648	474	640	730	885		956	965	327	509	574	518	445	661	550	471	687	634	798	622	548	R-190
646	568	489	684	501	440	186	136	665	461	451	737	556	713	770	867	956		953	325	497	600	520	441	636	538	484	678	601	802	611	500	R-192
660	546	457	634	489	425	161	105	646	425	423	698	530	665	772	903	965	953		336	519	599	533	456	670	561	489	702	640	822	635	546	R-100
233	216	136	241	181	156	052	027	204	164	158	218	148	244	267	311	327	325	336		380	240	259	275	331	291	251	367	271	334	282	201	R-211
338	276	227	350	315	242	071	017	304	227	235	376	274	382	425	469	509	497	519	380		409	429	325	494	393	343	514	455	494	386	292	R-212
396	358	327	367	371	282	064	055	372	300	272	495	399	424	524	565	574	600	599	240	409		536	355	540	477	419	597	505	608	468	384	R-220
351	303	313	340	325	252	061	037	299	261	234	410	296	386	456	521	518	520	533	259	429	536		449	584	487	422	742	495	527	360	244	R-231
304	331	261	263	223	236	056	034	299	261	209	332	222	336	395	426	445	441	456	275	325	355	449		547	496	416	757	336	440	320	267	R-232
438	383	338	458	361	360	078	023	417	324	278	468	331	471	548	635	661	636	670	331	494	540	584	547		610	512	871	615	652	476	438	R-233
363	326	284	370	284	284	063	020	344	307	244	423	287	368	466	542	550	538	561	291	393	477	487	496	610		490	794	460	547	405	348	R-234
343	329	261	303	261	260	049	-003	318	275	216	385	289	343	424	477	471	484	489	251	343	419	422	418	512	490		683	397	520	346	305	R-235
463	433	378	458	378	364	083	031	436	376	310	519	364	494	570	672	687	678	702	367	514	597	742	757	871	794	683		599	692	494	420	R-230
433	335	242	445	344	315	046	023	393	268	269	440	314	434	525	610	634	601	640	271	455	505	475	336	615	460	397	599		654	476	424	R-240
560	474	381	572	404	367	033	050	522	393	335	620	436	573	687	784	798	802	822	334	494	608	527	440	652	547	520	692	654		614	502	R-250
417	371	291	389	330	268	134	051	422	271	277	459	340	441	503	584	622	611	635	282	386	488	360	320	476	405	346	494	476	614		436	R-260
332	293	223	307	275	264	093	022	408	220	253	349	266	372	414	490	548	500	546	201	292	384	244	267	438	348	365	420	424	502	436		R-270
236	253	201	215	207	216	074	032	285	201	221	263	104	236	274	334	375	362	381	162	211	341	214	220	339	269	227	334	308	369	370	457	R-281
270	248	189	292	275	232	091	014	318	201	214	303	225	315	369	422	480	431	476	162	282	347	242	239	414	310	288	392	431	482	449	555	R-282
358	336	255	341	330	291	065	005	370	256	248	389	300	393	463	520	561	527	565	238	368	463	376	372	543	430	396	552	513	585	476	530	R-290
484	369	300	441	338	328	084	042	426	291	278	456	345	463	544	639	679	633	681	313	445	451	450	400	497	487	430	615	604	638	491	447	R-311
432	336	270	440	346	315	086	033	422	282	307	453	314	475	510	613	680	618	677	291	455	450	466	411	624	485	402	629	626	605	464	437	R-312
503	387	313	486	378	354	094	041	468	316	324	502	362	516	553	689	750	690	749	332	497	498	519	448	676	536	457	687	680	684	526	487	R-320
253	172	161	197	178	155	076	035	217	123	207	243	176	229	223	290	352	321	351	127	232	244	217	172	231	234	179	284	322	286	253	246	R-333
500	378	311	470	369	347	100	049	462	311	312	496	358	507	563	671	740	679	739	323	491	492	503	433	659	524	446	668	674	667	518	483	R-340
339	349	293	312	236	262	082	054	339	264	205	332	235	364	377	447	490	477	499	330	388	430	499	454	529	411	331	584	449	443	353	278	R-410
119	131	159	076	073	096	045	037	113	106	104	149	110	120	149	139	143	171	157	098	121	282	169	124	155	116	087	170	146	172	161	138	R-420
058	064	078	003	066	046	017	031	027	038	043	075	072	033	042	050	046	072	057	044	071	297	153	051	081	039	015	087	097	081	075	071	R-430
110	158	117	062	105	104	061	014	142	113	093	142	116	145	137	143	161	181	173	078	140	289	143	128	155	113	096	165	167	202	218	234	R-440
257	262	238	242	180	201	083	051	259	195	218	250	173	281	270	337	381	369	387	259	321	359	401	363	422	320	234	460	364	324	284	214	A-410
024	012	049	012	022	010	021	023	013	023	020	055	051	025	021	020	021	038	028	030	066	153	008	005	030	010	-028	023	047	021	064	042	A-420
003	006	023	-041	022	007	007	074	-027	-007	006	003	073	-031	-031	-030	-034	-009	-026	005	014	218	073	-012	-005	-031	-050	-067	032	-007	032	017	A-430
053	161	084	017	059	060	046	002	089	063	056	088	075	086	065	070	096	106	102	040	082	235	088	065	073	041	031	077	103	120	164	170	A-440
308	320	243	275	213	235	043	035	306	245	214	302	221	322	379	407	430	421	439	238	311	341	417	384	448	361	325	503	371	419	296	246	F-410
162	194	203	108	094	142	049	033	165	144	136	181	123	164	213	197	204	233	220	124	126	293	179	190	215	172	165	245	183	249	191	178	F-420
160	175	175	104	144	122	037	034	141	131	107	212	161	169	173	216	213	232	226	117	178	379	201	180	249	187	158	273	212	256	205	169	F-430
136	169	132	095	128	125	066	009	167	134	114	169	119	167	180	187	203	221	215	100	168	292	169	171	236	162	140	222	200	247	241	253	F-440
013	032	056	021	010	006	037	040	029	028	-010	043	004	024	-010	002	020	036	026	030	024	079	032	001	-027	-026	-055	-017	-028	-016	041	-028	A-500
079	143	094	026	080	097	004	034	099	116	074	092	083	088	076	090	088	111	078	073	062	134	113	123	104	098	076	136	078	083	078	056	R-601
147	152	144	141	124	104	037	044	132	133	107	183	130	154	171	206	206	220	217	097	130	203	185	125	185	155	132	203	156	207	137	084	R-602
123	076	085	123	086	065	041	033	110	085	104	152	097	108	108	152	156	171	165	051	072	110	048	022	061	051	044	059	073	118	085	074	R-603
104	139	101	105	096	102	053	030	172	123	073	129	097	153	158	173	180	178	184	083	095	155	134	106	143	133	090	160	126	154	126	120	R-604
143	154	128	127	091	121	044	054	140	107	091	146	094	135	179	195	203	206	203	062	116	169	156	112	163	138	098	175	154	178	141	094	R-605
089	113	136	045	071	088	003	038	074	122	029	095	068	085	130	128	121	126	127	069	085	125	161	110	143	099	085	158	103	114	077	022	R-606
167	171	135	176	151	127	027	048	149	136	081	193	162	181	213	249	259	253	264	106	151	195	176	133	197	151	133	210	194	223	155	074	R-607
087	070	062	096	072	073	002	032	069	051	063	088	091	076	081	101	113	118	118	061	075	126	101	018	069	053	035	077	108	075	064	034	R-608
115	159	092	116	073	090	054	038	118	103	082	119	074	120	136	148	162	167	163	070	102	157	126	098	140	112	074	146	122	137	124	097	R-609
206	159	158	183	128	117	046	071	154	139	099	177	130	186	214	248	265	258	270	118	165	195	230	169	229	161	118	218	217	227	171	091	R-610
-146	-049	-043	-211	-110	-040	-025	-021	-078	-033	-091	-097	-065	-156	-136	-205	-246	-192	-233	-087	-133	-084	-100	004	-133	-086	-064	-097	-208	-199	-163	-179	F-701
-141	-081	-064	-189	-127	-053	-060	-011	-148	-059	-053	-127	-130	-180	-166	-218	-242	-217	-240	-087	-133	-123	-133	-028	-126	-093	-097	-120	-179	-211	-155	-132	F-702
-059	-019	-029	-073	-022	030	006	-009	004	-011	-034	-035	-006	-053	-027	-053	-065	-055	-063	-025	-041	-018	-030	041	-014	008	003	014	-068	-046	-041	013	F-703
-182	-093	-093	-247	-115	-083	-017	-027	-111	-109	-075	-212	-124	-176	-193	-237	-249	-250	-256	-092	-159	-166	-165	-054	-180	-147	-126	-171	-207	-257	-170	-070	F-704
-049	-037	-033	-100	-024	-029	013	-022	-006	-036	-022	-056	-040	-055	-040	-048	-053	-065	-059	-042	-058	-054	-097	-011	-071	-055	-047	-070	-116	-078	-039	025	F-705
-143	-106	-077	-190	-141	-082	-003	-028	-114	-104	-072	-194	-127	-166	-198	-230	-240	-234	-245	-086	-170	-150	-121	-061	-162	-134	-131	-162	-177	-230	-199	-165	F-706
-072	-009	-030	-171	-044	-029	023	-014	-042	-027	-027	-103	-031	-087	-066	-120	-150	-114	-141	-034	-088	-067	-071	014	-097	-074	-036	-074	-116	-123	-098	-057	F-707
-079	-074	-057	-137	-069	-058	-056	-042	-135	-074	-094	-114	-053	-127	-109	-139	-175	-166	-176	-057	-086	-082	-086	-044	-106	-083	-058	-098	-131	-143	-122	-140	F-708
-033	-017	-003	-091	-046	-015	-097	-054	-097	-032	-015	-051	-023	-079	-062	-086	-122	-101	-118	-037	-036	-022	-005	016	-022	-006	-011	-017	-052	-087	-104	-120	F-709
-037	-003	-044	-015	004	023	020	-021	023	-007	006	-015	007	-014	004	-003	-005	-008	-006	-033	-016	019	-002	043	-003	011	-007	014	-021	-006	-023	023	F-710
-041	013	002	008	-001	004	006	-013	017	010	016	002	-011	006	012	003	-002	001	-001	003	-004	063	037	048	039	040	020	046	004	013	-003	031	F-711
-017	004	-047	021	034	027	013	-039	048	034	009	096	071	032	024	037	024	052	034	-013	-002	056	-001	029	-021	037	033	017	-030	035	-003	-022	F-712
120	068	-030	157	111	083	029	-040	131	047	085	185	159	150	142	203	226	205	225	054	091	110	060	049	096	098	078	098	146	169	121	150	F-713
010	090	047	-011	027	062	-020	-016	034	060	042	076	055	031	050	027	016	046	027	016	014	083	057	104	060	059	053	087	017	040	-005	-019	F-714
049	074	036	027	049	055	007	-012	067	056	059	089	083	061	093	077	073	089	081	037	035	088	059	098	065	067	052	090	044	068	024	022	F-715
-039	-068	028	-087	-014	-019	-072	-030	-081	-024	-009	-029	008	-050	-047	-073	-104	-076	-097	-011	-025	027	035	017	-016	-012	-017	002	-038	-074	-083	-126	F-716
078	125	059	049	047	055	-020	-013	069	067	075	112	084	093	108	101	088	116	161	032	054	121	071	100	093	080	071	109	073	105	055	034	F-717
568	480	382	559	428	392	097	042	534	390	347	606	440	581	671	790	822	803	838	353	521	617	545	478	702	582	541	739	702	939	637	574	C-001
583	493	408	571	448	412	107	048	549	406	375	626	450	606	715	826	861	824	873	388	570	649	667	608	626	702	617	888	732	883	657	552	C-002
579	496	426	554	447	398	101	049	536	412	371	643	460	601	742	855	849	830	866	373	558	656	712	677	646	753	652	944	664	804	579	484	C-003
515	387	322	487	391	355	097	049	480	309	353	518	380	528	583	700	783	707	777	320	501	511	521	426	675	531	445	677	691	684	531	499	C-004
496	410	332	461	379	333	155	062	549	311	317	494	372	534	575	726	877	729	848	288	409	461	374	359	541	444	366	545	520	655	589	713	C-005
590	483	390	565	448	402	131	062	581	382	378	611	450	613	702	827	913	837	911	363	537	608	540	474	718	585	512	735	714	870	707	659	C-006

Table V-3a (continued)

Var*	Var	Code	Description	58 Vis.in 2 Dimens	59 Vis.in 3 Dimens	60 Abstract Reason.	61 Math I	62 Math II	63 Math I + II	64 Math III	65 Math Tot(I+II+III)	66 Arith Computation	67 Table Reading	68 Clerical Checking	69 Object Inspection	70 Arith Computation	71 Table Reading	72 Clerical Checking	73 Object Inspection	74 Arith Computation	75 Table Reading	76 Clerical Checking	77 Object Inspection	78 Preferences	79 Sociability	80 Soc.Sensitivity	81 Impulsiveness	82 Vigor	83 Calmness
	1		Grade	126	139	199	197	197	217	215	245	168	182	129	133	127	093	083	108	154	195	188	137	014	118	147	057	097	116
	2		Sex (1=M, 2=F)																										
1	3	R-101	Info I: Screening	193	161	255	257	243	275	113	269	359	165	081	161	287	059	023	127	304	201	185	170	127	191	197	097	145	171
2	4	R-102	" Vocab I	329	402	491	617	595	668	293	653	422	118	049	130	324	017	-026	064	376	169	203	169	008	076	190	159	162	182
3	5	R-103	" Literature	271	360	460	539	550	601	319	601	365	130	071	136	284	025	000	081	319	181	208	170	014	065	182	151	132	142
4	6	R-104	" Music	280	362	437	484	503	545	256	535	355	118	043	138	271	028	-019	082	320	158	170	172	007	108	201	145	171	172
5	7	R-105	" Soc.Studies	297	382	477	595	591	654	277	638	438	120	041	118	340	018	-031	060	385	171	190	152	002	059	173	122	124	160
6	8	R-106	" Math	321	412	482	591	705	721	438	732	440	131	089	130	363	054	027	076	353	153	200	165	-001	063	159	111	138	172
7	9	R-107	" Phys. Sci	272	378	417	508	522	569	264	563	361	076	003	087	288	-001	-048	049	305	122	120	122	-006	008	115	096	098	123
8	10	R-108	" Bio. Sci	254	349	391	478	474	525	245	521	312	096	018	115	233	016	-034	078	288	136	129	142	013	029	143	105	117	126
9	11	R-109	" Sci Attitude	272	344	430	503	458	528	229	517	340	083	028	109	253	-022	-032	046	316	151	157	154	-033	075	164	099	110	146
10	12	R-110	" Aero & Space	169	219	249	287	285	316	161	312	155	056	027	080	118	-001	-003	056	140	089	088	087	-003	012	086	089	067	086
11	13	R-111	" Elec & Electron	167	230	226	301	301	332	171	335	231	056	037	057	193	006	002	036	183	084	102	076	030	032	088	066	071	110
12	14	R-112	" Mechanical	248	320	303	373	340	391	168	385	237	056	-012	089	176	-012	-048	063	221	100	074	109	032	037	070	088	123	115
13	15	R-113	" Farming	250	331	368	464	427	490	168	471	350	062	-061	079	258	-039	-110	038	328	136	074	121	026	064	127	087	155	133
14	16	R-114	" Home Ec	283	344	367	426	376	440	163	424	316	111	017	145	231	011	-036	095	299	163	134	166	009	085	150	075	130	159
15	17	R-115	" Sports	252	292	352	432	426	473	226	465	351	122	034	140	284	052	-022	100	291	141	151	157	067	102	118	120	167	132
	18	R-131	Info II: Art	290	359	439	478	477	526	252	520	349	150	062	166	267	037	-003	103	313	201	190	201	019	072	184	135	123	154
	19	R-132	" Law	228	289	332	439	422	474	224	467	273	081	030	097	209	001	-017	049	245	127	126	123	004	021	110	103	064	112
	20	R-133	" Health	233	289	397	451	444	493	204	481	378	117	044	133	278	001	-016	071	354	184	167	176	022	098	179	078	154	168
	21	R-134	" Engineering	227	275	281	347	322	368	142	357	265	090	044	118	213	024	008	081	223	119	109	135	042	069	097	079	142	131
	22	R-135	" Architecture	196	245	301	341	336	373	193	372	242	067	041	101	198	004	-003	068	198	101	129	112	020	035	087	094	065	083
	23	R-136	" Journalism	196	241	321	408	405	448	188	435	314	108	053	106	249	018	-004	061	269	152	165	129	016	077	171	103	111	147
	24	R-137	" Foreign Travel	228	264	339	402	407	446	207	440	271	108	047	103	213	037	-008	061	233	134	155	123	015	040	127	120	086	107
	25	R-138	" Military	130	163	206	271	283	307	158	305	183	060	018	074	153	031	-016	048	145	064	090	087	005	030	087	097	068	099
	26	R-139	" Acct,Bus,Sales	236	290	358	484	432	503	253	500	339	118	058	110	257	024	003	053	308	162	160	136	013	079	147	123	104	143
	27	R-140	" Pract.Knowl.	253	248	336	369	336	387	172	378	349	131	064	158	262	012	006	101	320	194	175	189	032	143	152	076	139	154
	28	R-141	" Clerical	201	189	255	300	270	313	161	311	293	159	078	117	238	048	023	084	243	203	175	132	056	094	144	085	101	128
	29	R-142	" Bible	215	282	341	441	440	486	197	470	312	076	003	062	242	012	-041	017	275	108	104	095	021	026	141	123	105	129
	30	R-143	" Colors	207	275	330	338	346	378	178	369	236	073	066	105	180	022	022	059	213	094	144	128	010	080	124	086	096	091
	31	R-144	" Etiquette	210	232	291	328	315	354	155	347	262	096	046	104	201	010	007	060	235	142	122	125	006	097	104	065	102	121
	32	R-145	" Hunting	074	091	065	084	086	094	076	100	082	045	014	061	083	021	007	046	043	049	039	066	039	004	009	041	053	044
	33	R-146	" Fishing	032	014	005	042	033	041	035	049	054	039	031	014	051	023	024	002	035	039	034	009	040	034	044	033	030	054
	34	R-147	" Outdr Act(Other)	285	318	370	426	422	468	217	462	339	113	027	142	259	013	-027	089	306	165	141	167	029	099	132	110	172	140
	35	R-148	" Photography	201	201	256	291	282	316	128	311	264	106	038	113	195	023	-009	063	246	144	131	134	028	116	133	085	123	109
	36	R-149	" Games	221	214	248	278	307	324	207	332	265	104	043	093	218	028	006	056	214	136	109	114	-010	074	107	104	073	091
	37	R-150	" Theater,ballet	263	303	389	456	453	502	243	496	332	149	075	142	250	055	003	088	302	181	212	169	043	092	183	152	129	146
	38	R-151	" Foods	184	225	300	345	314	362	176	358	235	110	072	110	173	051	023	075	271	123	161	119	004	083	130	097	097	094
	39	R-152	" Miscellaneous	236	315	393	463	475	518	229	507	364	120	033	140	281	025	-031	086	322	164	168	167	024	088	154	108	153	135
	40	R-162	" Vocabulary II	274	369	463	544	516	583	223	563	399	149	042	137	290	021	-031	065	379	213	193	180	-010	096	191	108	158	179
	41	R-172	Vocab Tot. (I & II)	334	422	520	639	613	689	290	671	447	139	050	143	337	020	-030	070	407	199	216	187	002	090	206	152	173	195
16	42	R-190	Info I Total	375	480	561	679	680	750	352	740	490	143	046	161	381	071	-034	096	430	204	213	203	020	088	206	156	180	203
	43	R-192	Info II Total	362	431	529	633	618	690	321	679	477	171	072	181	369	038	-009	106	421	233	232	221	036	111	220	171	178	206
	44	R-100	Info Total (I & II)	381	476	565	681	677	749	351	739	499	157	057	173	367	028	-026	102	439	220	226	215	026	098	217	165	184	209
17	45	R-211	Memory for Sentences	162	162	238	313	291	332	127	323	300	098	044	078	250	030	005	040	238	124	117	100	030	073	099	051	083	062
18	46	R-212	Memory for Words	211	282	368	445	455	497	232	491	388	121	071	140	321	066	014	082	311	126	178	168	024	062	130	072	095	116
19	47	R-220	Disguised Words	341	342	463	451	450	498	244	492	430	282	299	289	359	153	218	235	341	293	379	292	079	134	203	110	155	169
20	48	R-231	English: Spelling	214	242	376	450	486	519	217	503	499	169	153	143	401	068	073	086	417	199	281	169	032	113	185	048	134	156
21	49	R-232	" Capitalization	220	238	372	400	411	448	172	433	454	124	051	128	363	005	-012	065	384	190	180	171	001	123	125	022	106	112
22	50	R-233	" Punctuation	339	414	543	599	624	676	291	659	529	155	081	155	422	030	-005	073	448	215	249	206	-027	104	185	061	143	163
23	51	R-234	" Usage	269	310	430	487	485	536	234	524	411	116	039	113	320	010	-031	041	361	172	187	162	-026	098	155	051	133	138
24	52	R-235	" Eff. Exp.	227	288	396	430	402	457	179	446	331	087	015	096	234	-028	-050	031	325	165	158	140	-055	076	132	044	090	098
25	53	R-230	" Total	334	392	552	615	629	687	284	668	584	170	087	165	460	023	-007	077	503	245	273	222	-017	136	203	059	160	175
26	54	R-240	Word Functions	308	431	513	604	626	680	322	674	449	146	097	167	364	047	032	103	371	183	212	200	-028	078	156	073	126	154
27	55	R-250	Reading Comprehension	369	482	585	638	605	684	286	667	443	172	081	202	324	021	-007	120	419	249	256	247	-016	083	207	118	154	178
28	56	R-260	Creativity	370	449	476	491	464	526	253	518	353	161	095	218	284	064	032	164	296	191	205	241	041	078	137	085	126	141
29	57	R-270	Mechanical Reasoning	457	555	530	447	437	487	246	483	278	138	071	234	214	042	017	170	246	178	168	253	-028	056	084	074	128	094
30	58	R-281	Vis. in 2 Dimens		472	422	327	339	368	203	360	311	208	147	302	267	100	106	259	243	229	191	302	066	058	065	063	102	096
31	59	R-282	Vis. in 3 Dimens	472		535	430	438	479	233	476	262	137	071	249	200	041	018	187	237	176	165	266	-057	-001	073	066	098	097
32	60	R-290	Abstract Reasoning	422	535		508	510	562	250	551	366	143	073	240	259	014	-006	153	358	211	229	282	-072	052	112	027	112	106
33	61	R-311	Math I	327	430	508		638	885	309	849	475	117	025	113	372	024	-043	037	413	161	169	153	-039	064	144	096	102	144
34	62	R-312	Math II	339	438	510	638		924	409	904	530	143	056	145	439	052	-010	084	424	175	186	184	-015	059	147	078	128	161
35	63	R-320	Math I & II	368	479	562	885	924		401	970	558	145	047	144	451	044	-027	069	463	186	197	187	-029	067	161	096	128	169
36	64	R-333	Math III	203	233	250	309	409	401		577	244	098	109	121	232	089	081	102	149	167	134	119	020	037	077	047	054	104
37	65	R-340	Math Total(I+II+III)	368	476	551	849	904	970	577		544	150	066	153	448	059	-007	083	440	179	206	191	-020	072	164	096	124	174
42	66	R-410	Arith Computation	311	262	366	475	530	558	244	544		285	195	242	885	184	130	200	716	768	276	254	158	202	195	072	191	202
43	67	R-420	Table Reading	208	137	143	117	143	145	098	150	285		449	445	286	789	414	440	154	749	370	386	227	125	115	069	120	122
44	68	R-430	Clerical Checking	147	071	073	025	056	047	104	066	195	449		420	250	425	956	449	024	289	750	336	232	107	106	066	089	125
45	69	R-440	Object Inspection	302	249	240	113	145	144	121	153	242	445	420		254	338	384	914	112	367	355	931	213	133	092	052	108	166
46	70	A-410	Arith Computation	262	200	259	372	439	451	232	448	885	286	250	254		263	220	257	309	192	232	227	220	186	184	088	185	207
47	71	A-420	Table Reading	100	041	014	024	052	044	089	059	184	789	425	338	263		447	416	-018	261	228	222	246	091	089	077	088	099
48	72	A-430	Clerical Checking	106	018	-006	-043	-010	-027	081	-007	130	414	956	384	220	447		443	-064	214	524	280	264	093	086	073	077	109
49	73	A-440	Object Inspection	259	187	153	037	084	069	102	083	200	440	449	914	257	416	443		024	284	308	779	266	129	091	059	111	101
38	74	F-410	Arith Computation	243	237	358	413	424	463	149	440	716	154	024	112	309	-018	-064	024		260	216	178	-006	133	121	016	112	102
39	75	F-420	Table Reading	229	176	211	161	175	186	067	174	268	799	289	367	192	261	214	284	260		359	389	117	108	094	033	104	096
40	76	F-430	Clerical Checking	191	165	229	169	186	197	134	206	276	370	750	355	232	228	524	308	216	359		345	080	104	115	028	087	118
41	77	F-440	Object Inspection	302	266	282	153	184	187	119	191	254	386	336	931	227	222	280	779	178	389	345		141	125	079	042	105	102
50	78	A-500	Preferences	066	-057	-072	-039	-015	-029	020	-020	158	227	232	213	220	246	264	266	-006	117	080	141		185	145	218	144	133
51	79	R-601	SAI: Sociability	058	-001	052	064	059	067	037	072	202	125	107	133	186	091	093	129	133	108	104	125	185		525	248	536	432
52	80	R-602	" Soc.Sensitivity	065	073	112	144	147	161	077	164	195	115	106	092	184	089	086	091	121	074	115	079	145	525		220	455	606
53	81	R-603	" Impulsiveness	063	066	027	096	078	096	047	046	072	069	066	052	088	077	073	059	016	033	028	042	218	248	220		252	132
54	82	R-604	" Vigor	102	098	112	102	128	128	054	124	191	120	089	108	185	088	077	111	112	104	087	105	144	536	455	252		417
55	83	R-605	" Calmness	096	097	106	144	161	169	104	174	202	122	125	106	207	099	109	101	162	096	118	102	133	432	606	132	417	
56	84	R-606	" Tidiness	036	013	050	078	087	091	036	087	198	118	116	099	186	090	101	099	126	098	112	087	135	403	526	075	400	526
57	85	R-607	" Culture	063	068	116	172	180	195	091	173	202	101	104	078	187	077	087	071	132	086	109	078	148	451	624	200	449	573
58	86	R-608	" Leadership	038	041	048	086	106	107	068	110	145	101	135	078	167	118	135	095	047	041	087	061	153	370	402	259	396	391
59	87	R-609	" Self-Confidence	081	070	078	111	119	128	071	128	161	088	122	091	156	061	110	084	096	079	105	087	104	403	302	127	322	412
60	88	R-610	" Mature Personality	083	070	121	201	246	250	126	251	266	117	131	087	256	090	114	084	158	097	127	076	150	396	607	162	481	603
	89	F-701	Int Inv: Phys Sci	-107	-192	-139	-206	-254	-256	-166	-259	-095	-009	-033	-012	-094	-027	-025	-005	-052	012	-040	-015	-013	043	-064	-070	-106	-104
	90	F-702	" Biol Sci & Med	-055	-113	-113	-149	-184	-186	-122	-188	-079	-029	-053	-034	-076	-021	-034	-030	-048	-024	-074	-035	-028	-055	-148	-072	-178	-148
	91	F-703	" Pub Serv.	012	-019	007	-049	-077	-071	-054	-072	-027	004	-039	-007	-041	-014	-036	-005	006	020	-031	-006	-040	-070	-094	-072	-078	-090
	92	F-704	" Lit-Ling.	-062	-104	-099	-180	-190	-205	-103	-204	-102	-006	-031	-018	-100	000	-014	-004	-057	-010	-059	-028	-059	-094	-215	-147	-151	-166
	93	F-705	" Soc.Serv.	004	-011	-027	-073	-107	-101	-060	-104	-090	-036	-061	-034	-084	-021	-039	-016	-059	-035	-089	-039	-044	-168	-214	024	-147	-176
	94	F-706	" Artistic	-114	-209	-185	-167	-167	-184	-101	-183	-076	-004	-014	-087	-063	007	008	-063	-059	-014	-059	-095	-022	-041	-147	-104	-104	-115
	95	F-707	" Musical	-052	-077	-051	-073	-110	-103	-074	-132	-042	038	001	009	-045	015	005	011	-019	044	-006	005	-011	-014	-133	-051	-103	-112
	96	F-708	" Sports	-105	-123	-105	-116	-135	-140	-083	-139	-102	-034	-019	-054	-093	-025	-004	-040	-069	-029	-046	-059	-048	-131	-091	-106	-234	-087
	97	F-709	" Outdr Rec.	-054	-107	-070	-064	-072	-075	-040	-071	006	006	012	-022	000	005	013	-010	011	005	008	-024	-033	013	-031	-085	-135	-030
	98	F-710	" Bus.-Mgmt.	015	-015	015	-025	-024	-027	-017	-028	-025	002	-022	-010	-033	-009	-018	-004	-002	012	-023	-013	-038	-140	-101	-062	-068	-083
	99	F-711	" Sales	041	-019	017	-024	-007	-016	-017	-021	015	039	003	013	009	019	002	009	017	042	005	015	-011	-029	-010	-051	-021	-013
	100	F-712	" Computation	-046	-063	-020	-071	-068	-077	-028	-075	-108	-036	-046	-022	-106	-042	-042	-016	-061	-015	-039	-021	-016	-022	-014	041	-033	-069
	101	F-713	" Office Work	017	069	083	112	140	141	097	145	-007	-012	-017	000	-008	-000	-018	-002	-003	-018	-007	006	-018	-060	031	082	015	016
	102	F-714	" Mech-Tech	004	-052	035	-003	008	003	-011	007	081	054	029	058	066	006	016	049	066	079	050	062	001	091	054	-034	-002	033
	103	F-715	" Skilled Trades	011	-023	042	032	043	042	017	045	071	045	018	033	051	009	007	024	069	063	039	041	-014	014	025	-032	-006	021
	104	F-716	" Farming	-050	-123	-070	-078	-044	-065	-024	-057	039	043	070	-000	032	037	065	010	031	033	058	-003	004	079	014	-046	-088	011
	105	F-717	" Labor	037	005	069	035	053	049	028	052	093	050	049	082	074	000	034	062	080	079	066	092	-006	104	079	-003	042	077
	106	C-001	Composite: I.Q.Comp.	431	559	777	795	680	808	326	784	498	176	077	221	368	023	-017	127	465	253	265	271	-041	082	195	104	152	176
	107	C-002	" Gen.Acad.Apt.	418	526	672	795	808	886	377	864	594	186	086	201	464	037	-011	109	518	256	277	255	-020	108	214	105	171	199
	108	C-003	" Verbal	362	441	591	681	684	753	327	736	572	174	084	173	446	026	-013	085	500	249	276	228	-007	125	224	111	178	195
	109	C-004	" Quantitative	377	483	561	805	919	958	594	976	549	155	078	158	454	063	006	090	440	181	214	197	-015	069	167	102	136	182
	110	C-005	" Technical	392	511	523	582	574	637	304	632	366	118	035	165	300	014	-028	113	338	173	166	197	006	043	137	121	147	155
**	111	C-006	" Sci. Apt.	453	584	710	809	787	879	434	872	530	174	076	214	413	039	-011	131	464	235	249	259	-017	077	189	120	163	191

Table V-3a (continued)

Tidiness 84	Culture 85	Leadership 86	Self-Confidence 87	Mature Personality 88	Phys Sci. 89	Biol Sci & Med 90	Pub Serv. 91	Lit-Ling. 92	Soc. Service 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus.-Mgmt 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q. Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci.Apt. 111	MEAN	S.D.	Code
096	128	045	097	127	-046	-092	-020	-064	-039	-045	-012	-039	-003	-030	-012	004	044	031	032	019	073	291	303	326	259	182	276	10.4772	.5376	
																												2.0000	.0000	
179	184	070	112	168	043	-004	055	-026	-017	-025	023	-037	029	051	065	048	039	141	109	042	114	358	381	404	270	305	352	11.5161	1.0976	R-101
113	240	100	138	238	-218	-222	-061	-234	-047	-220	-135	-139	-089	-006	-002	041	213	011	066	-079	085	754	792	819	683	714	800	10.8524	4.0485	R-102
089	227	104	131	209	-200	-215	-091	-260	-043	-244	-141	-146	-103	-010	007	090	255	028	074	-072	115	699	721	779	639	608	725	11.1933	4.2818	R-103
122	265	145	163	225	-159	-196	-058	-219	-046	-203	-210	-126	-064	-001	017	067	211	045	089	-043	120	629	656	663	574	588	667	6.1183	2.8667	R-104
105	216	097	128	223	-222	-205	-100	-242	-061	-208	-119	-140	-076	-026	-009	009	205	023	073	-058	092	728	753	740	665	663	763	12.2753	4.9942	R-105
095	204	133	140	254	-304	-244	-100	-231	-104	-197	-156	-157	-083	-035	-022	-035	203	-015	047	-049	068	666	753	676	842	624	773	7.1961	4.2791	R-106
068	175	063	083	188	-237	-210	-047	-188	-026	-186	-131	-129	-102	011	-015	003	177	-018	044	-089	046	588	616	583	589	813	717	6.9937	3.5119	R-107
063	185	059	095	175	-228	-247	-058	-198	-045	-220	-120	-149	-146	-002	-001	021	177	-026	016	-119	034	585	600	584	540	723	672	5.2740	2.3318	R-108
069	164	080	115	159	-137	-124	-010	-159	-049	-165	-056	-088	-051	-003	004	011	138	030	047	-057	086	608	614	591	525	518	617	5.6111	1.9667	R-109
017	101	032	079	122	-158	-124	-032	-134	033	-141	-089	-111	-111	018	003	034	131	-022	038	-104	038	360	368	363	336	571	459	2.6284	1.6311	R-110
071	113	032	091	131	-132	-098	-021	-102	-002	-100	-072	-071	-067	-015	-021	-028	077	-000	034	-054	032	336	365	356	355	652	475	5.2332	2.4846	R-111
039	124	028	100	125	-111	-111	008	-085	029	-110	-074	-099	-124	021	-008	-008	082	-032	019	-128	001	437	448	432	395	702	556	7.1055	2.8436	R-112
058	153	039	103	150	-108	-123	002	-144	-024	-154	-089	-128	-127	013	015	029	122	012	033	-150	003	557	572	555	479	604	609	6.7292	2.5816	R-113
130	169	050	099	180	-069	-105	034	-061	-036	-108	-019	-065	-063	022	017	-018	052	032	037	-068	020	510	524	514	429	523	547	11.7895	3.3587	R-114
068	137	096	116	151	-129	-140	-053	-148	-036	-107	-059	-201	-082	-017	-016	006	142	024	055	-062	064	509	536	524	489	517	561	5.1724	2.4448	R-115
098	205	080	118	193	-160	-175	-054	-217	-031	-240	-085	-125	-090	-003	012	069	201	042	083	-064	118	652	664	680	545	580	668	5.9472	2.5622	R-131
028	131	050	104	142	-140	-119	-059	-163	-014	-122	-065	-102	-069	-007	-006	026	149	-002	049	-056	068	527	544	536	481	475	555	3.9514	1.6328	R-132
146	197	063	123	195	-110	-173	001	-148	-043	-151	-060	-085	-044	023	012	035	120	066	082	-028	092	582	604	611	494	536	603	5.7838	1.9969	R-133
087	127	057	104	150	-102	-125	-014	-095	-019	-129	-062	-121	-095	005	003	012	068	022	049	-093	035	413	421	404	368	477	466	2.5933	1.2775	R-134
066	135	062	066	131	-121	-127	-036	-144	-034	-157	-074	-101	-066	-019	-025	038	128	002	024	-036	050	430	447	453	394	391	454	2.4411	1.2623	R-135
097	188	089	104	179	-123	-144	-061	-189	-058	-165	-077	-103	-037	-025	-009	016	138	035	056	-028	080	517	539	548	456	457	535	1.5498	.9676	R-136
046	143	052	097	147	-136	-138	-048	-158	-017	-169	-076	-115	-095	014	005	083	204	024	067	-074	088	523	542	553	462	515	560	2.1685	1.2935	R-137
050	118	088	070	128	-122	-124	-046	-127	-053	-095	-064	-099	-048	-024	-008	028	124	-008	027	-044	056	335	351	351	326	328	367	1.7616	1.1757	R-138
089	167	087	115	206	-146	-141	-059	-182	-049	-143	-072	-099	-033	-037	-041	-017	120	010	049	-039	078	568	583	579	515	496	590	4.0739	1.8708	R-139
113	171	070	159	159	-049	-081	-019	-093	-037	-106	-009	-074	-017	-003	013	004	068	090	079	-008	125	480	493	496	387	410	483	2.9012	.9072	R-140
136	135	062	092	158	-043	-064	-029	-093	-033	-077	-030	-057	-003	-044	002	-047	-030	047	036	028	059	382	408	426	322	332	390	1.7498	.8936	R-141
045	176	096	116	183	-211	-189	-073	-249	-100	-190	-171	-132	-091	-015	008	021	157	-011	027	-087	049	559	571	554	487	461	565	6.7610	3.2220	R-142
071	151	072	073	128	-110	-127	-022	-115	-024	-141	-044	-069	-046	004	-001	034	111	027	049	-014	047	428	448	447	391	379	448	1.5430	.9160	R-143
088	127	073	090	117	-040	-053	030	-083	-029	-082	-029	-058	-015	023	004	027	083	062	055	-019	055	392	412	398	355	333	402	1.0781	.7307	R-144
003	027	002	054	046	-025	-060	006	-019	013	-003	025	-056	-097	020	006	013	029	-020	007	-072	-020	097	107	101	099	155	131	1.0533	.9167	R-145
038	048	032	038	071	-021	-011	-009	-027	-022	-028	-014	-042	-054	-021	-013	-039	-040	-016	-012	-030	-013	042	048	049	049	082	062	.9773	.9047	R-146
074	149	069	118	154	-098	-148	004	-111	-006	-114	-042	-135	-097	023	017	048	131	034	067	-081	069	534	549	536	480	549	561	4.1105	1.8739	R-147
122	136	051	103	139	-033	-059	-011	-109	-036	-109	-029	-074	-032	-007	010	034	047	060	056	-024	067	390	406	412	309	311	382	1.2374	.6848	R-148
029	081	063	082	099	-091	-083	-034	-075	-022	-072	-027	-094	-015	006	016	009	085	042	059	-009	075	347	375	371	353	317	378	1.9773	1.0139	R-149
095	193	088	119	177	-097	-127	-035	-212	-056	-194	-103	-114	-051	-015	002	096	185	076	089	-029	112	606	626	643	518	494	611	4.1805	1.7442	R-150
068	162	091	074	130	-065	-130	-006	-124	-040	-127	-031	-053	-023	007	-011	071	159	055	083	008	084	440	450	468	380	372	450	1.3126	1.0233	R-151
085	181	076	120	186	-156	-180	-053	-176	-055	-166	-087	-129	-079	-014	006	032	150	031	061	-050	093	581	606	601	528	534	613	4.3105	1.6924	R-152
130	213	081	136	214	-136	-166	-027	-193	-040	-198	-066	-109	-062	004	012	024	142	050	083	-047	108	691	715	742	583	595	702	5.6103	2.1672	R-162
128	249	101	148	248	-205	-218	-053	-237	-048	-230	-120	-139	-086	-003	003	037	203	027	077	-073	101	790	826	855	700	726	827	16.4628	5.7562	R-172
121	259	113	162	265	-246	-242	-065	-249	-053	-240	-150	-175	-122	-005	-002	024	226	016	073	-104	088	822	861	849	783	877	913	115.6884	32.1445	R-190
126	253	118	169	258	-192	-217	-055	-250	-065	-234	-114	-166	-101	-008	001	052	205	046	089	-076	116	803	829	830	707	729	837	63.3300	18.4940	R-192
127	264	118	169	270	-233	-240	-063	-256	-059	-245	-141	-176	-118	-006	-001	034	225	027	081	-097	101	838	873	866	777	848	911	179.0100	49.2820	R-100
069	106	061	070	118	-087	-087	-025	-092	-042	-086	-034	-057	-037	-033	003	-013	054	016	037	-011	032	353	388	373	320	288	363	9.4599	3.0636	R-211
085	151	075	102	165	-133	-133	-041	-159	-058	-170	-088	-086	-036	-016	-004	-002	091	014	035	-025	054	521	570	558	501	409	537	11.9660	5.5503	R-212
125	195	126	157	195	-084	-123	-018	-166	-054	-150	-067	-082	-022	019	063	056	110	083	088	027	121	619	649	650	511	461	608	14.7728	6.9131	R-220
161	196	101	126	230	-100	-133	-030	-165	-097	-121	-091	-086	-005	-002	037	-001	060	057	059	035	071	545	667	712	521	374	540	9.4664	2.8673	R-231
110	133	018	098	109	004	-028	041	-054	-011	-061	014	-044	016	043	048	029	049	104	098	017	100	478	608	677	426	358	474	29.5842	4.1129	R-232
143	199	089	140	220	-133	-126	-014	-180	-071	-182	-097	-106	-022	-003	030	-021	096	060	065	-016	093	708	826	846	675	541	718	17.8882	4.5477	R-233
099	151	053	112	161	-086	-093	008	-147	-055	-134	-074	-083	-006	011	040	037	098	059	067	-012	080	582	702	753	531	444	585	16.7088	3.2691	R-234
085	133	035	074	118	-064	-097	003	-126	-047	-131	-036	-058	-011	-007	020	033	078	053	052	-017	071	541	617	652	445	366	512	8.5785	2.2443	R-235
158	210	077	146	218	-097	-120	004	-171	-070	-162	-074	-098	-007	014	046	017	098	087	090	002	109	739	888	944	677	545	735	82.2300	13.3083	R-230
103	194	108	122	217	-208	-179	-068	-207	-116	-177	-116	-131	-052	-021	004	-030	146	017	044	-038	073	702	732	664	691	520	714	10.3646	5.5541	R-240
114	223	075	137	227	-199	-211	-046	-257	-078	-230	-123	-143	-087	-006	013	035	169	040	068	-074	105	939	883	804	684	655	870	28.5458	10.5022	R-250
077	155	064	124	171	-163	-155	-041	-170	-039	-199	-098	-122	-104	-023	-003	-003	121	-005	024	-089	055	637	657	578	531	589	707	7.7968	3.7145	R-260
022	094	034	097	091	-179	-132	010	-070	025	-165	-057	-140	-120	023	031	-022	106	-018	022	-126	034	574	552	484	499	713	659	8.3043	3.4884	R-270
036	063	038	081	083	-107	-055	012	-062	004	-114	-052	-105	-054	015	041	-046	017	004	011	-050	037	431	418	362	377	392	453	11.4171	5.6283	R-281
013	068	041	070	090	-192	-113	-019	-104	-011	-209	-077	-123	-107	-015	-019	-063	069	-052	-023	-123	005	559	526	441	483	511	584	7.7326	2.9709	R-282
050	116	048	078	121	-139	-113	007	-099	-027	-185	-051	-105	-070	015	017	-020	083	035	042	-070	069	777	672	591	561	523	710	8.4787	3.0628	R-290
078	172	086	111	201	-206	-149	-049	-180	-073	-167	-073	-116	-064	-025	-024	-071	112	-003	032	-078	035	795	795	681	805	582	809	7.6169	3.4439	R-311
087	180	106	119	246	-254	-184	-077	-190	-107	-167	-110	-135	-072	-024	-007	-068	140	008	043	-044	053	680	808	684	919	574	787	9.7832	4.1904	R-312
091	195	107	128	250	-256	-186	-071	-205	-101	-184	-103	-140	-075	-027	-016	-077	141	003	042	-065	049	808	886	753	958	637	879	17.3993	6.9169	R-320
030	091	068	071	126	-166	-122	-054	-103	-060	-101	-074	-083	-040	-017	-017	-028	099	-011	017	-024	028	326	377	327	594	304	434	2.5777	1.7611	R-333
087	193	110	128	251	-259	-188	-072	-204	-104	-183	-102	-139	-071	-028	-021	-075	145	007	045	-057	052	784	864	736	976	632	872	19.9800	7.8342	R-340
198	202	145	161	266	-095	-079	-027	-102	-090	-076	-042	-102	006	-025	015	-108	-007	081	071	039	093	498	594	572	549	386	530	37.4873	10.1971	R-410
118	101	101	088	117	-009	-029	004	-006	-036	-004	038	-034	006	002	039	-036	-012	054	045	043	050	176	186	174	155	118	174	12.1700	7.5252	R-420
116	104	135	122	131	-033	-053	-039	-031	-061	-014	001	-019	012	-022	003	-046	-017	029	018	070	049	077	086	084	078	035	076	38.3257	14.5694	R-430
099	078	078	091	087	-012	-034	-007	-018	-034	-087	009	-054	-022	-010	013	-022	000	058	033	-000	082	221	201	173	158	165	214	23.0308	6.9678	R-440
186	187	167	156	256	-094	-076	-041	-100	-084	-063	-045	-093	000	-033	009	-106	-008	066	051	032	074	368	464	446	454	300	413	40.5443	9.9800	A-410
090	077	118	061	090	-027	-021	-014	000	-021	007	015	-025	005	-009	019	-042	-000	006	009	037	000	023	037	026	063	014	039	15.0682	9.3826	A-420
101	087	135	110	114	-025	-034	-036	-014	-039	008	005	-004	013	-018	002	-042	-018	016	007	065	034	-017	-011	-013	006	-028	-011	42.2779	15.0869	A-430
099	071	095	084	084	-005	-030	-005	-004	-016	-063	011	-040	-010	-004	009	-016	-002	049	024	010	062	127	109	085	090	113	131	24.4899	7.1511	A-440
126	132	047	096	158	-052	-048	006	-057	-059	-059	-019	-069	011	-002	017	-061	-003	066	069	031	080	465	518	500	440	338	464	28.3165	19.9617	F-410
098	086	043	079	097	012	-024	020	-010	-035	-014	044	-029	005	012	042	-015	-018	079	063	033	079	253	256	249	181	173	235	9.2635	9.5842	F-420
112	109	087	105	127	-040	-074	-031	-059	-089	-059	-006	-046	008	-023	005	-039	-007	050	039	058	066	265	277	276	214	166	249	26.4450	20.0551	F-430
087	078	061	087	076	-015	-035	-006	-028	-039	-095	005	-059	-024	-013	015	-021	006	062	041	-003	092	271	255	228	197	197	259	21.4307	7.7983	F-440
135	148	153	104	150	-013	-028	-040	-059	-044	-022	-011	-048	-033	-038	-011	-016	-018	001	-014	004	-006	-041	-020	-007	-015	006	-017	57.9689	22.3048	A-500
403	451	370	403	396	043	-055	-070	-094	-168	-041	-014	-131	013	-140	-029	-022	-060	091	014	079	104	082	108	125	069	043	077	7.0099	2.9231	R-601
526	624	402	302	607	-064	-148	-094	-215	-214	-147	-133	-091	-031	-101	-010	-014	031	054	025	014	079	195	214	224	167	137	189	4.9478	2.3220	R-602
075	200	259	127	162	-070	-072	-072	-147	024	-104	-051	-106	-085	-062	-051	041	082	-034	-032	-046	-003	104	105	111	102	121	120	1.9316	1.6459	R-603
400	449	396	322	481	-106	-178	-078	-151	-147	-104	-103	-234	-135	-088	-021	-033	015	-002	-006	-088	042	152	171	178	136	147	163	3.6200	2.1271	R-604
526	573	391	412	603	-104	-148	-090	-166	-176	-115	-112	-087	-030	-083	-013	-069	016	033	021	011	077	176	199	195	182	155	191	4.1123	2.5141	R-605
	589	327	253	615	001	-071	-040	-088	-147	-052	-060	-016	052	-063	-003	-066	-043	112	053	091	102	103	136	154	094	067	101	5.9115	2.7106	R-606
589		424	327	625	-115	-200	-118	-248	-211	-208	-205	-110	-036	-096	-011	-029	075	055	027	014	113	213	238	250	205	188	225	5.5445	2.2675	R-607
327	424		346	475	-165	-189	-188	-237	-198	-136	-155	-138	-065	-175	-077	-075	044	-037	-055	-011	009	082	102	099	122	059	096	1.2873	1.3486	R-608
253	327	346		382	-075	-129	-101	-156	-113	-094	-099	-118	-043	-080	004	-013	050	037	039	029	105	134	158	161	138	129	150	4.9749	2.4958	R-609
615	625	475	382		-179	-222	-150	-247	-231	-130	-159	-110	-042	-126	-027	-119	013	012	005	-009	044	224	264	251	264	196	252	10.9015	5.1287	R-610
001	-115	-165	-075	-179		712	485	579	383	466	418	491	423	431	378	477	038	622	489	404	334	-214	-218	-160	-289	-250	-270	61.0637	11.3945	F-701
-071	-200	-189	-129	-222	712		388	491	429	374	350	399	349	298	222	221	-090	409	308	290	179	-199	-202	-181	-216	-219	-231	26.9052	7.5677	F-702
-040	-118	-188	-101	-150	485	388		585	412	405	333	411	300	630	482	383	139	442	484	275	280	-038	-045	-031	-086	-030	-055	41.8342	11.7085	F-703
-088	-248	-237	-156	-247	579	491	585		536	663	599	509	378	604	491	361	133	440	520	363	303	-231	-239	-228	-221	-180	-237	49.0674	13.2911	F-704
-147	-211	-198	-113	-231	383	429	412	536		341	364	354	195	508	380	387	283	306	411	244	301	-074	-091	-067	-110	002	-068	32.1395	8.2624	F-705
-052	-208	-136	-094	-130	466	374	405	663	341		534	425	363	445	369	234	080	377	460	358	239	-236	-225	-217	-197	-219	-246	20.9990	6.6071	F-706
-060	-205	-155	-099	-159	418	350	333	599	364	534		353	298	336	254	225	072	321	339	287	205	-108	-118	-109	-127	-127	-132	16.1732	5.4575	F-707
-016	-110	-138	-118	-110	491	399	411	509	354	425	353		565	433	318	277	127	480	449	493	332	-147	-148	-131	-154	-167	-171	25.4009	7.1192	F-708
052	-036	-065	-043	-042	423	349	300	378	195	363	298	565		322	285	206	078	481	416	644	353	-089	-070	-049	-081	-157	-120	10.6824	3.2627	F-709
-063	-096	-175	-080	-126	431	298	630	604	508	445	336	433	322		692	572	416	516	659	345	450	-006	-008	006	-031	014	-010	47.5346	9.9003	F-710
-003	-011	-077	004	-027	378	222	482	491	380	369	254	318	285	692		519	391	512	610	336	474	006	014	032	-020	-002	-004	21.9415	4.9644	F-711
-066	-029	-075	-013	-119	477	221	383	361	387	234	225	277	206	572	519		602	453	490	250	389	-003	-010	040	-068	-004	-023	35.0373	7.2537	F-712
-043	075	044	050	013	038	-090	139	133	283	080	072	127	078	416	391	602		278	419	136	376	155	162	171	169	176	182	20.9324	5.8417	F-713
112	055	-037	037	012	622	409	442	440	306	377	321	480	481	516	512	453	278		807	555	675	033	044	069	-003	-027	006	64.0972	8.8919	F-714
053	027	-055	039	005	489	308	484	520	411	460	339	449	416	659	610	490	419	807		520	708	061	074	094	045	041	055	70.4560	9.7961	F-715
091	014	-011	029	-009	404	290	275	363	244	358	287	493	644	345	336	250	136	555	520		489	-085	-057	-034	-061	-147	-107	25.4106	6.2223	F-716
102	113	009	105	044	334	179	280	303	301	239	205	332	353	450	474	389	376	675	708	489		092	099	121	058	044	076	41.4644	5.8474	F-717
103	213	082	134	224	-214	-199	-038	-231	-074	-236	-108	-147	-089	-006	006	-003	155	033	061	-085	092		936	834	786	699	943	158.4986	52.4371	C-001
136	238	102	158	264	-218	-202	-045	-239	-091	-225	-118	-148	-070	-008	014	-010	162	044	074	-057	099	936		944	879	715	948	482.8919	114.0962	C-002
154	250	099	161	251	-160	-181	-031	-228	-067	-217	-109	-131	-049	006	032	040	171	069	094	-034	121	834	944		757	674	848	109.9386	20.8261	C-003
094	205	122	138	264	-289	-216	-086	-221	-110	-197	-127	-154	-081	-031	-020	-068	169	-003	045	-061	058	786	879	757		658	889	86.6866	35.1126	C-004
067	188	059	129	196	-250	-219	-030	-180	002	-219	-127	-167	-157	014	-002	-004	176	-027	041	-147	044	699	715	674	658		855	35.5390	11.5775	C-005
101	225	096	150	252	-270	-231	-055	-237	-068	-246	-132	-171	-120	-010	-004	-023	182	006	055	-107	076	943	948	848	889	855		375.1927	118.2173	C-006

Table V-3 (continued)

Table V-3b. All 15-year-old girls not in high school (N=163)

Var*	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys. Sci 9	Bio. Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade			135	071	021	121	215	255	173	075	165	048	246	137	141	131	136	076	168	084	-032	056	035	199	057
	2		Sex (1=M, 2=F)																									
1	3	R-101	Info I: Screening	135			491	387	347	512	381	479	485	422	099	326	444	526	586	288	414	283	470	165	288	201	129	111
2	4	R-102	" Vocab I	071		491		395	362	478	286	490	389	408	098	382	453	482	463	286	389	351	445	250	211	196	216	057
3	5	R-103	" Literature	021		387	395		347	579	370	412	399	440	240	358	437	413	373	273	460	300	383	184	304	188	152	-007
4	6	R-104	" Music	121		347	362	347		464	260	363	266	192	055	366	337	188	307	341	308	212	299	294	023	104	179	058
5	7	R-105	" Soc.Studies	215		512	478	579	464		471	451	476	500	091	370	484	519	505	432	435	406	433	372	283	186	203	-018
6	8	R-106	" Math	255		381	286	370	260	471		391	178	306	152	341	385	326	264	238	263	211	314	230	279	055	-003	-083
7	9	R-107	" Phys. Sci	173		479	490	412	363	451	391		328	377	094	338	416	452	477	280	309	326	377	211	238	113	205	069
8	10	R-108	" Bio. Sci	075		485	389	399	266	476	178	328		367	082	227	397	376	374	236	365	211	251	139	240	156	135	034
9	11	R-109	" Sci Attitude	105		422	408	440	192	500	306	377	367		067	255	498	525	413	300	427	280	439	163	314	201	290	062
10	12	R-110	" Aero & Space	048		099	098	240	055	091	152	094	082	067		197	-018	078	-017	001	078	098	121	018	126	025	088	096
11	13	R-111	" Elec & Electron	246		326	382	358	366	370	341	338	227	255	197		317	372	268	155	264	302	305	263	181	217	153	021
12	14	R-112	" Mechanical	137		444	453	437	337	484	385	416	397	498	-018	317		497	457	274	430	352	339	257	385	144	236	025
13	15	R-113	" Farming	141		526	462	413	188	519	326	452	376	525	078	372	497		544	292	421	365	421	140	276	167	194	056
14	16	R-114	" Home Ec	131		586	463	373	307	505	264	477	374	413	-017	268	457	544		187	469	316	443	242	198	142	255	038
15	17	R-115	" Sports	136		288	286	273	341	432	238	280	236	300	001	155	274	292	187		187	147	175	158	193	106	180	029
	18	R-131	Info II: Art	076		414	389	460	308	435	263	309	365	427	078	264	430	421	469	187		288	452	302	295	270	256	-003
	19	R-132	" Law	168		283	351	300	212	406	211	326	211	280	098	302	352	365	316	147	288		359	169	193	234	162	-013
	20	R-133	" Health	084		470	445	383	299	433	314	377	251	439	121	305	339	421	443	175	452	359		278	194	226	154	-080
	21	R-134	" Engineering	-032		165	250	184	294	372	230	211	139	163	018	263	257	140	242	158	302	169	278		033	146	098	-061
	22	R-135	" Architecture	056		288	211	304	023	283	279	238	240	314	126	181	385	276	198	193	295	193	194	033		191	178	045
	23	R-136	" Journalism	035		201	196	188	104	186	055	113	156	201	025	217	144	167	142	106	270	234	226	146	191		091	-080
	24	R-137	" Foreign Travel	199		129	216	152	179	203	-003	205	135	290	088	153	236	194	255	180	256	162	154	098	178	091		073
	25	R-138	" Military	057		111	057	-007	058	-018	-083	069	034	062	096	021	025	056	038	029	-003	-013	-080	-061	045	-080	073	
	26	R-139	" Acct,Bus,Sales	036		306	321	208	183	265	167	179	211	288	247	288	228	237	217	242	164	264	292	225	084	281	095	-053
	27	R-140	" Pract.Knowl.	016		442	384	354	168	370	200	279	253	474	094	223	301	346	453	146	414	250	505	169	288	210	223	017
	28	R-141	" Clerical	-015		278	319	198	076	205	167	326	121	212	094	233	192	241	265	184	164	174	284	049	053	207	127	150
	29	R-142	" Bible	-047		364	437	367	157	358	244	306	324	373	136	220	278	413	287	175	344	263	275	086	303	097	045	085
	30	R-143	" Colors	021		160	166	156	153	144	087	103	184	141	154	124	137	008	141	-000	071	166	203	090	028	055	-022	-015
	31	R-144	" Etiquette	141		281	279	214	214	289	345	230	114	360	-021	279	312	315	279	219	312	260	424	178	169	196	204	-056
	32	R-145	" Hunting	183		111	116	057	071	137	181	030	183	140	-005	188	132	275	053	-023	046	066	052	011	065	047	019	046
	33	R-146	" Fishing	-004		123	051	122	014	003	185	162	118	028	037	216	084	116	058	049	097	005	014	008	074	-050	-030	025
	34	R-147	" Outdr Act(Other)	113		392	267	362	227	377	286	329	262	438	079	332	418	432	385	233	403	175	353	160	245	137	191	032
	35	R-148	" Photography	061		241	245	212	220	364	214	122	173	333	001	240	315	307	324	187	289	275	334	133	316	171	204	-008
	36	R-149	" Games	064		344	276	259	191	321	205	288	287	310	-021	174	295	314	384	247	346	181	355	204	095	054	081	-004
	37	R-150	" Theater,ballet	096		250	324	279	221	339	163	274	241	376	118	168	400	266	318	123	346	354	336	242	192	170	286	073
	38	R-151	" Foods	035		107	122	102	275	236	056	083	056	054	-034	195	102	086	271	095	120	126	168	019	-052	085	-005	057
	39	R-152	" Miscellaneous	096		263	328	280	252	290	220	247	177	287	010	211	312	258	286	255	321	159	295	225	300	243	269	103
	40	R-162	" Vocabulary II	091		381	316	310	157	371	218	248	235	339	160	197	334	362	386	195	421	368	496	285	248	395	188	-006
	41	R-172	Vocab Tot. (I & II)	097		545	880	440	340	531	316	478	398	464	151	374	494	529	528	304	492	437	569	323	276	339	249	038
16	42	R-190	Info I Total	211		735	704	694	550	807	564	679	587	642	187	552	695	715	698	474	568	454	565	339	376	237	278	052
	43	R-192	Info II Total	129		605	604	550	391	626	404	505	452	628	185	479	582	601	601	326	692	553	695	388	429	377	350	114
	44	R-100	Info Total (I & II)	191		721	700	674	518	778	532	648	565	666	195	551	686	706	695	442	638	510	637	372	412	298	316	076
17	45	R-211	Memory for Sentences	040		298	295	191	145	230	221	275	324	171	108	070	201	240	341	002	196	146	193	066	153	-018	084	044
18	46	R-212	Memory for Words	150		359	346	200	155	282	254	350	266	151	081	082	203	207	296	186	137	138	307	038	135	003	034	023
19	47	R-220	Disguised Words	101		384	479	362	312	417	286	325	332	337	094	303	393	386	434	188	413	218	303	155	226	131	219	017
20	48	R-231	English: Spelling	062		373	279	230	201	340	303	343	238	191	090	158	289	278	302	200	324	117	330	376	114	163	073	-004
21	49	R-232	" Capitalization	022		414	371	304	206	389	306	451	310	331	067	270	380	420	426	142	370	272	382	179	299	163	166	-000
22	50	R-233	" Punctuation	174		379	406	298	205	371	373	447	308	306	143	254	297	310	412	198	363	093	350	293	225	189	136	096
23	51	R-234	" Usage	079		452	445	354	194	424	211	351	331	345	-020	136	414	427	447	232	432	229	369	131	263	276	105	075
24	52	R-235	" Eff. Exp.	053		323	250	227	161	340	204	199	213	241	069	148	250	291	260	223	169	094	309	066	187	049	031	-081
25	53	R-230	" Total	093		513	469	377	255	489	374	498	376	384	091	274	440	469	502	242	449	238	461	267	307	224	154	028
26	54	R-240	Word Functions	192		119	195	287	191	178	292	280	153	114	080	299	126	089	057	188	105	186	048	033	094	095	022	058
27	55	R-250	Reading Comprehension	054		418	578	448	358	550	260	457	406	428	090	317	420	459	505	256	520	363	435	285	275	245	219	-007
28	56	R-260	Creativity	149		095	138	106	059	214	110	251	196	221	049	182	204	305	196	106	212	-043	099	198	204	050	237	-071
29	57	R-270	Mechanical Reasoning	124		119	177	225	119	186	026	199	105	201	092	258	180	225	174	147	155	132	169	140	023	112	272	-117
30	58	R-281	Vis. in 2 Dimens	215		261	226	205	134	248	059	037	139	174	022	257	171	246	211	126	204	020	142	014	122	017	300	-032
31	59	R-282	Vis. in 3 Dimens	037		151	115	090	175	191	018	125	211	053	067	161	147	145	232	056	206	070	076	179	-029	-060	123	-046
32	60	R-290	Abstract Reasoning	067		127	167	122	-017	071	-021	177	100	187	-000	112	135	112	246	039	121	013	051	169	072	006	237	004
33	61	R-311	Math I	133		245	209	208	147	259	196	227	208	266	140	228	184	247	165	214	167	047	051	159	219	150	206	149
34	62	R-312	Math II	127		352	318	213	178	309	238	329	257	253	-009	165	226	358	306	206	205	187	279	103	267	097	204	-030
35	63	R-320	Math I & II	162		379	335	263	205	358	274	353	293	324	075	243	259	384	356	263	235	153	218	161	307	152	256	066
36	64	R-333	Math III	041		-111	-118	-025	036	-017	-021	-064	-095	-064	025	013	015	-010	-017	-041	022	004	-037	-041	022	024	-004	-064
37	65	R-340	Math Total(I+II+III)	158		294	252	223	194	309	234	288	224	252	075	218	234	335	307	217	215	137	179	127	278	143	224	035
42	66	R-410	Arith Computation	109		557	338	371	135	437	362	414	327	409	030	370	394	431	385	234	304	279	409	135	333	161	157	-024
43	67	R-420	Table Reading	084		210	161	115	011	103	097	105	089	083	-076	114	229	173	194	099	106	155	106	-024	226	052	078	087
44	68	R-430	Clerical Checking	134		261	099	118	047	117	114	109	028	-002	-050	097	055	079	162	117	073	183	164	047	098	116	036	140
45	69	R-440	Object Inspection	092		296	110	220	019	104	056	087	156	138	061	074	172	134	237	077	139	220	083	-115	218	071	094	048
46	70	A-410	Arith Computation	143		306	148	219	097	153	271	291	192	167	012	374	166	207	185	164	078	095	120	062	152	089	065	105
47	71	A-420	Table Reading	162		066	072	001	055	-008	-006	041	-030	021	-030	236	049	058	-016	-103	-026	054	-083	-081	005	048	060	104
48	72	A-430	Clerical Checking	150		193	028	068	061	053	074	077	-017	-042	-045	162	011	035	068	120	011	121	078	009	090	098	007	162
49	73	A-440	Object Inspection	137		210	069	175	035	049	067	066	100	020	009	188	089	137	126	102	083	099	010	-122	162	031	-039	099
38	74	F-410	Arith Computation	-049		254	200	151	034	303	080	113	134	255	020	-035	241	233	207	065	246	197	311	076	189	073	097	-152
39	75	F-420	Table Reading	-086		159	098	125	-047	122	113	070	131	069	-051	-133	198	126	231	-004	145	111	208	063	243	004	020	-018
40	76	F-430	Clerical Checking	014		239	187	151	-011	181	126	106	106	003	-030	-103	112	122	258	036	161	198	244	100	053	081	074	005
41	77	F-440	Object Inspection	024		254	101	175	000	108	028	071	142	178	079	-040	173	167	236	031	133	233	109	-068	182	075	162	-009
50	78	A-500	Preferences	025		363	215	187	193	220	132	218	239	217	018	221	334	274	215	183	275	163	184	060	327	049	041	152
51	79	R-601	SAI: Sociability	066		417	292	288	195	238	229	255	124	250	105	287	213	285	369	270	181	209	249	116	147	092	139	028
52	80	R-602	" Soc.Sensitivity	046		430	296	254	302	297	214	325	270	268	090	298	243	356	427	237	289	153	332	217	027	011	205	027
53	81	R-603	" Impulsiveness	054		183	039	160	094	103	232	166	-078	056	126	214	032	033	124	160	020	-034	035	043	-023	087	-029	037
54	82	R-604	" Vigor	027		370	232	236	226	283	208	266	195	235	070	261	236	342	347	303	309	176	324	259	-003	147	162	-020
55	83	R-605	" Calmness	005		393	310	269	341	303	201	247	220	213	175	235	247	309	372	278	344	211	330	288	193	090	197	071
56	84	R-606	" Tidiness	015		527	305	330	348	361	201	311	276	203	168	242	246	300	392	286	320	159	294	185	159	103	198	034
57	85	R-607	" Culture	103		462	305	317	257	307	246	285	226	241	178	279	177	314	389	270	269	129	303	289	058	012	128	-039
58	86	R-608	" Leadership	-128		-021	010	-004	108	-022	-010	053	-071	-068	091	148	-007	030	039	081	050	-057	-031	046	-040	017	077	046
59	87	R-609	" Self-Confidence	005		348	303	197	237	240	247	187	194	149	-052	179	274	176	287	213	252	137	211	089	204	010	065	060
60	88	R-610	" Mature Personality	050		313	136	251	264	268	207	207	264	066	139	177	116	222	270	226	218	101	207	193	035	032	103	083
	89	R-701	Int Inv: Phys Sci	-018		232	113	064	045	043	-090	007	117	204	036	197	032	048	189	056	174	-001	214	006	-047	023	121	-076
	90	R-702	" Biol Sci & Med	028		156	067	068	004	058	-055	-051	101	165	097	168	-001	004	114	060	122	-066	085	009	-004	-045	143	-018
	91	R-703	" Pub.Serv.	044		155	020	036	020	017	-030	041	089	116	083	113	030	098	104	025	156	-055	227	-033	-059	005	055	-061
	92	R-704	" Lit-Lang.	087		-022	-106	-032	-002	-036	-058	-045	022	062	048	104	-046	-071	033	-014	119	-066	065	-000	-139	-041	024	-066
	93	R-705	" Soc.Serv.	054		-060	-011	-014	-015	-109	-117	-041	-065	075	071	032	-020	-010	065	-028	019	-059	000	-085	-005	-072	122	096
	94	R-706	" Artistic	035		-082	-101	-041	-059	-103	-084	-032	-042	-030	118	117	-140	-139	-037	-085	037	058	027	-034	-087	-141	-060	-117
	95	R-707	" Musical	-000		022	-098	044	020	072	-064	-036	064	160	049	099	059	-026	083	-018	112	030	095	-041	-029	086	014	042
	96	R-708	" Sports	190		-027	-158	-080	016	-128	-089	-006	-101	-024	-002	076	-026	-168	-047	-122	036	-024	-029	-020	-107	-148	079	033
	97	R-709	" Outdr Rec.	083		215	-006	007	010	123	015	-037	042	071	-004	137	017	-077	064	102	164	083	197	088	-047	046	-004	019
	98	R-710	" Bus.-Mgmt.	138		090	-010	066	094	032	-062	062	100	059	063	104	-037	006	159	010	176	011	166	031	-104	-064	091	-066
	99	R-711	" Sales	042		144	023	043	067	045	-020	083	089	137	089	146	042	091	170	044	140	-079	162	-055	-053	-074	000	030
	100	R-712	" Computation	130		226	168	176	120	129	-132	047	126	174	026	158	085	141	237	131	179	035	212	006	-040	027	118	-028
	101	R-713	" Office Work	122		081	094	134	138	101	-072	092	137	160	060	162	059	033	083	050	158	022	122	079	-049	-036	153	-063
	102	R-714	" Mech-Tech	087		282	149	125	091	153	-003	091	184	197	087	209	064	064	264	092	210	089	276	069	060	031	147	-081
	103	R-715	" Skilled Trades	063		217	098	030	064	096	-034	021	130	158	038	151	066	048	203	077	195	079	212	069	007	-040	133	-055
	104	R-716	" Farming	037		261	062	053	055	133	068	097	125	146	075	184	012	061	144	045	261	056	228	103	074	011	029	-025
	105	R-717	" Labor	105		301	204	151	132	225	044	159	178	192	022	295	156	183	318	124	234	206	250	173	050	-017	060	-063
	106	C-001	Composite: I.Q.Comp.	101		402	515	409	276	472	222	443	373	439	100	323	389	424	485	249	446	263	327	305	276	210	302	040
	107	C-002	" Gen.Acad.Apt.	136		556	576	451	321	578	421	561	439	473	112	351	490	550	573	304	509	298	486	316	366	253	246	024
	108	C-003	" Verbal	097		577	608	533	322	583	417	556	440	465	137	346	515	543	563	294	526	321	540	306	346	275	195	029
	109	C-004	" Quantitative	201		354	294	284	237	388	447	353	240	302	093	271	302	381	350	246	256	181	247	161	317	137	178	-004
	110	C-005	" Technical	234		552	572	579	435	589	419	688	572	516	299	663	703	582	512	323	461	410	447	306	338	221	321	020
**	111	C-006	" Sci. Apt.	212		516	569	512	373	589	405	606	489	522	193	505	565	571	555	326	492	330	411	335	377	232	354	018

continued on next page

Table V-3b (continued)

Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28	Bible 29	Colors 30	Etiquette 31	Hunting 32	Fishing 33	Outdr. Act(Other) 34	Photography 35	Games 36	Theater,Ballet 37	Foods 38	Miscellaneous 39	Vocabulary II 40	Voc.Tot. (I & II) 41	Info I Total 42	Info II Total 43	Info Tot (I & II) 44	Mem.for Sentences 45	Mem.for Words 46	Disguised Words 47	Spelling 48	Capitalization 49	Punctuation 50	Usage 51	Eff. Exp. 52	Eng. Total 53	Word Functions 54	Reading Comp. 55	Creativity 56	Mech.Reasoning 57	Code
036	016	-015	-047	021	141	183	-004	113	061	064	096	035	096	091	097	211	129	191	040	150	101	062	022	174	079	053	093	192	054	149	124	
306	442	278	364	160	281	111	123	392	241	344	250	107	263	381	545	735	605	721	298	359	384	373	414	379	452	323	513	119	418	095	119	R-101
321	384	319	437	166	279	116	051	267	245	276	324	122	328	316	880	704	604	700	295	346	479	279	371	406	445	250	469	195	578	138	177	R-102
208	354	198	367	156	214	057	122	362	212	259	279	102	280	310	440	694	550	674	191	200	362	230	304	298	354	227	377	287	448	106	225	R-103
183	168	076	157	153	214	071	014	227	220	191	221	275	252	157	340	550	391	518	145	155	312	201	206	205	194	161	255	191	358	059	119	R-104
265	370	205	358	144	289	137	003	377	364	321	339	236	290	371	531	807	626	778	230	282	417	340	389	371	424	340	489	178	550	214	186	R-105
167	200	167	244	087	345	181	185	286	214	205	163	056	220	218	316	564	404	532	221	254	286	303	306	373	211	204	374	292	260	110	026	R-106
179	279	326	306	103	230	030	162	329	122	288	274	083	247	248	478	679	505	648	275	350	325	343	451	447	351	199	498	280	457	251	199	R-107
211	253	121	324	184	114	183	118	262	173	287	241	056	177	235	398	587	452	565	324	266	332	238	310	308	331	213	376	153	406	196	105	R-108
288	474	212	373	141	360	140	028	438	333	310	376	054	287	339	464	642	628	666	171	151	337	191	331	306	345	241	384	114	428	221	201	R-109
247	094	094	136	154	-021	-005	037	079	001	-021	118	-034	010	160	151	187	185	195	108	081	094	090	067	143	-020	069	091	080	090	049	092	R-110
288	223	233	220	124	279	188	216	332	240	174	168	195	211	197	374	552	479	551	070	082	303	158	270	254	136	148	274	299	317	182	258	R-111
228	301	192	278	137	312	132	084	418	315	295	400	102	312	334	494	695	582	686	201	203	393	289	380	297	414	250	440	126	420	204	180	R-112
237	346	241	413	-008	315	275	116	432	307	314	266	086	258	362	529	715	601	706	240	207	386	278	420	310	427	291	469	089	459	305	225	R-113
217	453	265	287	141	279	053	058	385	324	384	318	271	286	386	528	698	601	695	341	296	434	302	426	412	447	260	502	057	505	196	174	R-114
242	146	184	175	-000	219	-023	049	233	187	247	123	095	255	195	304	474	326	442	002	186	188	200	142	198	232	223	242	188	256	106	147	R-115
164	414	164	344	071	312	046	097	403	289	346	346	120	321	421	492	568	692	638	196	137	413	324	370	363	432	169	449	105	520	212	155	R-131
264	250	174	263	166	260	066	005	175	275	181	354	126	159	368	437	454	553	510	146	138	218	117	272	093	229	094	238	186	363	-043	132	R-132
292	505	284	275	203	424	052	014	353	334	355	336	168	295	496	569	565	695	637	193	307	303	330	382	350	369	309	461	048	435	099	169	R-133
225	169	049	086	090	178	011	008	160	133	204	242	019	225	285	323	339	388	372	066	038	155	376	179	293	131	066	267	033	285	198	140	R-134
084	268	053	303	028	169	065	074	245	316	045	192	-052	300	248	276	376	429	412	153	135	226	114	299	225	263	187	307	099	275	204	023	R-135
281	210	207	097	055	196	047	-050	137	171	054	170	085	243	395	339	237	377	298	-018	003	131	163	163	189	276	049	224	095	245	050	112	R-136
095	223	127	045	-022	204	019	-030	191	204	081	286	-005	269	188	249	278	350	316	084	034	219	073	166	136	105	031	154	022	219	237	272	R-137
-053	017	150	085	-015	-056	046	025	032	-008	-004	073	057	103	-006	038	052	114	076	044	023	017	-004	-000	096	075	-081	028	058	-007	-071	-117	R-138
	317	226	228	115	179	084	074	177	184	254	271	191	210	466	465	372	516	441	-008	109	225	122	161	151	223	054	195	146	251	102	090	R-139
317		287	299	105	216	-004	-033	272	334	302	335	140	263	476	515	490	621	559	146	091	366	260	374	305	330	220	410	-017	370	143	148	R-140
226	287		218	-039	225	130	094	187	285	310	184	136	054	213	337	334	435	386	209	165	161	109	150	198	231	047	201	108	172	012	043	R-141
228	299	218		004	076	130	067	120	169	317	279	142	216	325	478	476	567	530	159	270	271	141	302	252	299	099	314	078	390	053	107	R-142
115	105	-039	004		098	-010	022	080	100	115	101	-011	188	072	156	195	210	209	162	144	078	038	191	244	117	098	201	061	129	073	036	R-143
179	216	225	076	098		199	161	244	277	252	297	044	159	299	351	399	476	445	020	179	295	190	173	247	260	146	261	186	202	080	116	R-144
084	-004	130	130	-010	199		156	112	188	147	063	048	068	-040	064	173	221	198	-051	-035	105	046	145	109	100	010	128	102	124	080	147	R-145
074	-033	094	067	022	161	156		003	-012	082	026	098	087	081	078	138	153	149	-025	014	211	077	110	073	025	-002	089	055	048	037	-081	R-146
177	272	187	120	080	244	112	003		156	354	148	099	230	264	325	517	525	543	094	131	365	272	310	237	294	216	356	149	322	217	243	R-147
184	334	285	169	100	277	188	-012	156		087	263	168	194	273	314	383	472	433	141	018	282	158	231	167	311	201	282	048	368	188	217	R-148
254	302	310	317	115	252	147	082	354	087		231	137	177	225	311	422	527	479	073	189	226	228	236	231	245	093	281	090	252	151	077	R-149
271	335	184	279	101	297	063	026	148	263	231		070	138	539	504	417	577	493	250	253	303	303	273	208	291	184	331	-038	484	087	192	R-150
191	140	136	142	-011	044	048	098	099	168	137	070		033	034	135	206	266	237	003	092	097	067	044	-003	193	061	086	-010	069	-044	033	R-151
210	263	054	216	188	159	068	087	230	199	177	138	033		351	412	398	514	460	-003	219	308	293	337	333	205	147	365	189	363	226	039	R-152
466	476	213	325	072	299	-040	081	264	273	225	539	094	351		729	456	639	542	217	286	421	337	281	341	386	238	406	073	490	114	024	R-162
465	515	337	478	156	351	064	078	325	314	311	504	135	412	729		736	756	777	321	393	557	370	408	464	514	300	541	177	662	157	140	R-172
372	490	334	476	195	399	173	138	517	383	422	417	206	398	456	736		814	976	338	370	547	412	520	505	526	369	625	273	649	258	259	R-190
516	621	435	567	210	476	221	153	525	472	527	577	266	514	639	756	814		920	232	284	508	387	502	449	522	250	578	167	624	216	245	R-192
441	559	386	530	209	445	198	149	543	433	479	493	237	460	542	777	976	920		315	356	558	422	537	508	548	343	637	247	669	255	266	R-100
-008	146	209	159	162	020	-051	-025	094	141	073	250	003	-003	217	321	338	232	315		380	233	293	326	452	365	394	468	125	392	105	045	R-211
109	091	165	270	144	179	-035	014	131	018	189	253	042	219	286	393	370	284	356	380		315	378	387	406	292	337	473	220	317	110	019	R-212
225	366	161	271	078	295	105	211	365	282	226	303	097	306	421	557	547	508	558	233	315		391	396	447	410	330	516	166	497	239	041	R-220
122	260	109	141	036	190	046	077	272	158	228	303	067	293	337	370	412	387	422	293	378	391		504	498	494	362	714	046	445	168	083	R-231
161	374	150	302	191	173	145	110	310	231	236	273	044	337	201	408	520	502	537	326	387	396	504		506	510	388	863	098	432	278	169	R-232
151	305	198	252	244	247	109	073	237	167	231	208	-003	333	341	464	505	449	508	452	406	447	498	506		518	440	771	230	456	238	083	R-233
223	330	231	299	117	260	100	025	274	311	245	291	193	205	386	514	526	522	548	365	292	410	494	510	518		420	755	079	432	169	045	R-234
054	220	047	094	096	146	010	-002	216	201	093	184	061	147	238	300	369	250	343	394	337	330	362	388	440	420		617	171	380	156	134	R-235
195	416	201	314	201	261	128	089	356	282	281	331	086	365	406	541	625	578	637	468	473	516	714	863	771	755	617		159	557	284	147	R-230
146	-017	108	078	061	186	102	055	149	048	090	-038	-010	189	073	177	273	167	247	125	220	166	046	098	239	079	171	159		274	101	055	R-240
251	370	172	390	129	202	124	048	322	368	252	484	069	363	490	662	649	624	669	392	317	497	445	432	450	432	380	557	274		226	286	R-250
102	143	012	053	073	080	080	037	217	188	151	087	-044	226	114	157	258	216	255	105	110	239	168	278	238	169	156	284	101	226		231	R-260
090	148	043	107	036	116	147	-081	243	217	077	192	033	039	024	140	259	245	266	045	019	041	083	169	083	045	134	147	055	286	231		R-270
189	217	033	076	101	093	130	009	096	136	091	117	006	221	118	222	278	222	271	104	083	273	017	266	242	137	177	248	023	210	173	198	R-281
-034	107	-089	010	225	003	017	036	082	156	083	073	-027	206	090	128	211	125	190	-003	059	159	138	216	172	-002	109	186	093	255	246	202	R-282
035	268	115	-004	140	073	003	021	145	154	076	049	-159	186	143	192	173	157	175	167	103	259	270	221	250	128	211	279	131	235	159	200	R-290
154	104	069	070	-032	202	148	-057	134	218	048	214	019	209	261	281	327	243	312	239	266	252	377	233	367	281	256	375	184	351	282	130	R-311
139	277	118	243	080	247	146	030	235	167	181	249	125	201	238	348	413	382	421	168	227	262	249	358	289	363	208	402	106	373	310	210	R-312
182	247	120	205	036	283	184	-013	235	230	150	292	096	256	311	397	467	398	464	251	307	322	386	377	404	407	288	488	178	454	372	217	R-320
045	-119	-097	-065	-008	-003	224	-018	076	-086	-010	-082	-009	-036	-080	-125	-053	-024	-045	-144	-000	-021	-023	-077	-040	-026	044	-051	-099	-101	109	087	R-333
177	175	070	157	029	248	243	-018	235	179	129	227	081	212	245	305	393	342	392	169	241	276	332	304	337	349	270	411	121	364	367	222	R-340
296	377	265	286	226	314	157	170	314	277	387	287	007	287	364	426	563	544	582	312	381	310	360	560	464	415	389	602	279	452	248	211	R-410
092	239	228	156	-077	232	139	087	075	267	144	254	089	085	266	249	194	265	228	079	080	142	054	229	032	171	-031	158	081	162	051	003	R-420
141	103	098	070	027	160	025	205	043	057	073	213	123	070	263	203	156	222	187	-000	193	297	061	132	123	166	121	161	099	087	-088	-058	R-430
087	182	206	155	125	111	041	030	085	176	079	290	-029	087	241	200	219	242	237	259	209	205	071	227	088	173	140	203	135	231	016	134	R-440
243	206	210	159	020	199	269	313	142	107	218	097	071	151	116	165	310	294	318	044	164	164	175	244	250	078	090	241	208	206	084	104	A-410
140	-025	179	-019	-149	207	314	173	050	125	-004	044	126	-016	040	072	061	082	071	-189	-077	120	-151	-110	-132	002	-180	-141	138	-029	-044	-019	A-420
089	012	095	-007	-058	137	093	192	039	033	-014	123	083	040	143	092	094	128	111	-125	116	238	-032	048	031	080	030	048	092	-011	-128	-083	A-430
113	066	169	120	-037	072	198	197	061	125	030	158	043	022	116	108	156	162	165	022	049	162	-053	053	-009	067	-023	024	210	108	-084	078	A-440
039	174	044	129	228	112	-147	-184	180	181	171	203	-078	140	266	278	256	255	267	295	229	149	192	331	218	369	325	381	062	256	176	111	F-410
-053	290	054	192	078	028	-192	-094	028	157	228	231	-041	111	248	195	146	202	173	293	172	025	225	372	180	187	163	328	-062	210	104	023	F-420
161	232	040	190	190	108	-137	101	024	071	212	270	131	090	351	311	187	281	229	266	235	233	218	225	241	242	237	300	052	241	054	031	F-430
035	209	160	125	204	101	-094	-109	072	151	087	286	-073	105	250	198	189	216	207	346	256	164	141	279	130	192	214	266	029	241	086	128	F-440
142	252	283	376	040	169	156	098	216	203	332	329	146	082	182	246	346	431	392	061	143	216	072	295	102	229	-013	229	001	147	002	093	A-500
285	270	147	258	094	298	029	202	182	251	214	277	195	212	277	349	410	405	427	020	156	324	154	269	251	217	130	288	-001	165	077	248	R-601
212	199	271	253	046	225	096	238	286	173	251	124	177	250	244	336	462	414	466	168	182	317	223	280	287	304	084	327	124	293	044	105	R-602
167	-039	233	067	-183	141	127	206	131	076	007	076	157	084	149	103	177	122	165	-186	067	128	039	015	058	106	-090	038	048	013	-053	-014	R-603
300	215	208	250	026	138	-042	132	230	111	230	152	232	286	283	309	408	403	425	005	113	213	214	241	153	187	044	239	-004	188	088	165	R-604
263	233	168	287	022	277	058	175	223	221	256	223	131	343	348	398	438	468	469	072	167	382	244	254	288	285	049	309	120	280	075	023	R-605
299	235	218	299	099	156	021	250	240	107	317	165	233	256	281	361	483	449	493	134	226	385	237	302	288	291	128	344	071	259	022	080	R-606
336	268	203	226	099	264	003	172	288	118	280	147	116	274	293	367	454	413	460	071	159	323	198	204	310	261	089	284	088	225	038	131	R-607
067	-139	069	093	-107	-093	026	110	-024	-071	-047	-098	197	140	-045	-015	031	016	027	-124	-015	046	-046	-037	-086	-027	-262	-096	-005	-129	-020	-013	R-608
139	239	150	228	-049	175	-004	133	244	281	103	149	227	093	233	335	349	332	359	136	059	291	119	229	241	283	126	275	113	269	-064	051	R-609
166	101	041	196	054	135	049	178	131	031	143	016	225	188	150	173	331	270	324	068	160	222	142	132	150	155	-002	160	131	115	020	117	R-610
157	244	130	105	208	096	-016	-007	141	190	303	114	153	074	110	137	137	233	178	045	065	126	062	089	099	144	172	139	-051	104	-003	097	F-701
135	169	076	-015	191	100	006	-072	098	251	195	046	073	006	017	057	097	136	116	-076	027	113	058	-029	014	077	084	032	-034	028	021	135	F-702
117	145	062	060	147	148	124	-012	131	138	230	143	-021	085	196	113	092	176	126	-051	042	148	061	066	137	070	096	108	-036	119	-018	109	F-703
017	002	005	-128	218	066	038	-010	155	051	181	045	081	-032	028	-062	-025	049	000	-103	-008	019	-001	-002	-027	-048	-032	-024	-018	-016	-002	107	F-704
029	076	150	-065	103	078	174	-117	138	142	141	060	-028	003	-006	-012	-032	068	003	-177	-018	020	-067	-067	-047	-049	-109	-084	-063	-027	-040	061	F-705
-032	021	000	-091	130	004	003	020	095	043	079	-003	007	-094	-042	-094	-090	-007	-064	-116	-058	-076	-176	-053	-114	-114	018	-109	-092	-057	-094	082	F-706
042	086	072	-134	263	040	029	-077	205	057	165	-003	110	-071	028	-057	044	100	066	-020	-051	020	-012	006	-048	-009	019	-011	-032	083	-066	078	F-707
-050	-081	-029	-088	096	078	110	027	030	060	-022	034	047	-021	003	-112	-099	-015	-074	-093	-103	-055	-075	-026	-073	-091	-052	-073	030	-063	-088	124	F-708
160	023	077	-007	155	172	025	-040	208	089	178	177	107	-035	175	083	075	200	124	025	138	028	099	039	074	164	160	119	-034	072	-091	106	F-709
-004	064	097	-013	157	055	027	-062	151	128	200	108	023	-009	092	039	076	127	098	-065	036	029	-015	029	-014	040	-010	014	-018	035	-016	118	F-710
049	139	193	078	144	059	073	059	104	111	261	129	060	-008	096	064	122	156	140	-008	013	108	-038	041	019	097	119	059	005	064	002	043	F-711
089	158	183	077	100	123	061	-088	117	201	202	164	201	070	117	180	200	215	214	-034	077	131	033	050	067	213	171	123	-068	136	004	167	F-712
023	084	-009	046	145	-077	030	033	126	047	159	064	068	085	037	087	136	131	140	-100	-094	036	-045	-013	-073	019	-009	-030	-093	039	-036	057	F-713
129	265	171	117	258	142	-053	-029	148	237	358	220	086	083	168	192	220	298	258	096	125	117	110	190	157	188	210	226	-049	153	-057	107	F-714
077	167	075	085	246	132	004	-022	151	149	284	184	064	090	129	135	147	234	185	-008	133	141	045	155	107	163	201	177	-053	086	-036	063	F-715
141	197	072	156	258	061	005	-033	202	191	255	122	134	062	151	120	160	278	210	100	073	105	159	148	163	199	146	209	-035	109	046	090	F-716
194	277	118	166	268	144	001	021	147	227	358	282	113	128	262	278	295	346	326	143	147	195	148	254	200	278	230	297	-051	213	-006	113	F-717
227	387	182	281	134	223	127	025	313	371	214	406	-012	378	461	603	599	552	609	399	331	511	515	446	506	422	414	593	290	867	296	310	C-001
260	453	222	370	185	314	167	078	338	361	304	426	087	423	447	665	732	671	743	478	476	577	685	773	735	705	576	926	242	760	393	243	C-002
279	483	257	400	215	310	124	105	404	320	325	406	110	416	515	697	750	694	764	470	489	579	685	824	759	764	592	971	204	644	276	178	C-003
197	209	101	206	054	305	267	034	286	202	172	239	092	238	264	344	486	407	480	197	268	313	356	348	381	364	286	453	167	381	358	212	C-004
333	371	286	380	193	315	197	144	488	324	322	404	132	295	332	579	846	699	832	276	276	421	342	477	427	371	291	524	277	571	325	565	C-005
304	407	227	346	162	323	221	079	444	385	293	431	063	392	442	632	781	676	778	369	356	528	505	531	547	471	414	653	307	780	487	451	C-006

Table V-3b (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83
	1		Grade	215	037	067	133	127	162	041	158	109	084	134	092	143	162	150	137	-049	-086	014	024	025	066	046	054	027	005
	2		Sex (1=M, 2=F)																										
1	3	R-101	Info I: Screening	261	151	127	245	352	379	-111	294	557	210	261	296	306	066	193	210	254	159	239	254	363	417	430	183	370	393
2	4	R-102	" Vocab I	226	115	167	209	318	335	-118	252	338	161	099	110	148	072	028	069	200	098	187	101	215	292	296	039	232	310
3	5	R-103	" Literature	205	090	122	208	213	263	-025	223	371	115	118	220	219	001	068	175	151	125	151	175	187	288	254	160	236	269
4	6	R-104	" Music	134	175	-017	147	178	205	036	194	135	011	047	019	097	055	061	035	034	-047	-011	000	193	195	302	094	226	341
5	7	R-105	" Soc.Studies	248	191	071	259	309	358	-017	309	437	103	117	104	153	-008	053	049	303	122	181	108	220	238	297	103	289	303
6	8	R-106	" Math	059	018	-021	196	238	274	-021	234	362	097	114	056	271	-006	074	067	080	113	126	028	132	229	214	232	208	201
7	9	R-107	" Phys. Sci	037	125	177	227	329	353	-064	288	414	105	109	087	291	041	077	066	113	070	106	071	218	255	325	166	266	247
8	10	R-108	" Bio. Sci	139	211	100	208	257	293	-095	224	327	089	028	156	192	-030	-017	100	134	131	106	142	239	124	270	-078	195	220
9	11	R-109	" Sci Attitude	174	053	187	266	253	324	-064	262	409	083	-002	138	167	021	-042	020	255	069	083	178	217	250	268	056	235	213
10	12	R-110	" Aero & Space	022	067	-000	140	-009	075	025	075	030	-076	-050	061	012	-030	-045	009	020	-051	-030	079	018	105	090	126	070	175
11	13	R-111	" Elec & Electron	257	161	112	228	165	243	013	218	370	114	097	074	374	236	162	188	-035	-133	-103	-040	221	287	298	214	261	235
12	14	R-112	" Mechanical	171	147	135	184	226	259	015	234	394	229	055	172	166	049	011	089	241	198	112	173	334	213	243	032	230	247
13	15	R-113	" Farming	246	145	112	247	358	384	-010	335	431	173	079	194	207	058	035	137	233	126	122	167	274	285	356	093	342	309
14	16	R-114	" Home Ec	211	232	246	165	386	356	-017	307	385	194	162	237	185	-016	068	126	207	231	258	236	215	369	427	124	347	372
15	17	R-115	" Sports	126	056	039	214	206	263	-041	217	234	099	117	077	164	103	120	102	065	-004	036	031	183	270	237	160	303	278
	18	R-131	Info II: Art	204	206	121	167	205	235	022	215	304	106	073	139	078	-026	011	083	246	145	161	133	275	181	289	020	309	344
	19	R-132	" Law	020	070	013	047	187	153	004	137	279	155	183	220	095	054	121	099	197	111	198	233	163	209	153	-034	176	211
	20	R-133	" Health	142	076	051	051	279	218	-037	179	409	106	164	083	120	-083	078	010	311	208	244	109	184	249	332	035	324	330
	21	R-134	" Engineering	014	179	169	159	103	161	-041	127	135	-024	047	-115	062	-081	009	-122	076	063	100	-068	060	116	217	043	259	288
	22	R-135	" Architecture	122	-029	072	219	267	307	022	278	333	226	098	218	152	005	090	162	189	243	053	182	327	147	027	-023	-003	193
	23	R-136	" Journalism	017	-060	006	150	097	152	024	143	161	052	116	071	089	048	098	031	073	004	081	075	049	092	011	087	147	090
	24	R-137	" Foreign Travel	300	123	237	206	204	256	-004	224	157	078	036	094	065	060	007	-039	097	020	074	162	041	139	205	-029	162	197
	25	R-138	" Military	-032	-046	004	149	-030	066	-064	035	-024	087	140	048	105	104	162	099	-152	-018	005	-009	152	028	027	039	-020	071
	26	R-139	" Acct,Bus,Sales	189	-034	035	154	139	182	045	177	296	092	141	087	243	140	089	113	039	-053	161	035	142	285	212	167	300	263
	27	R-140	" Pract.Knowl.	217	107	268	104	277	247	-119	175	377	239	103	182	206	-025	012	060	174	290	232	209	252	270	199	-039	215	233
	28	R-141	" Clerical	033	-089	115	069	118	120	-097	070	265	228	098	206	210	179	095	169	044	054	040	160	283	147	271	233	208	168
	29	R-142	" Bible	076	010	-004	070	243	205	-065	157	286	156	070	155	159	-019	-007	120	129	192	190	125	376	258	253	067	250	287
	30	R-143	" Colors	101	225	140	-032	080	036	-008	029	226	-077	027	125	020	-149	-058	-037	228	078	190	204	040	094	046	-183	026	022
	31	R-144	" Etiquette	093	003	073	202	247	283	-003	248	314	232	160	111	199	207	137	072	112	028	108	101	169	298	225	141	138	277
	32	R-145	" Hunting	130	017	003	148	146	184	224	243	157	139	025	041	269	314	093	198	-147	-192	-137	-094	156	029	096	127	-042	058
	33	R-146	" Fishing	009	036	021	-057	030	-013	-018	-018	170	087	205	030	313	173	192	197	-184	-094	101	-109	098	202	238	206	132	175
	34	R-147	" Outdr Act(Other)	096	082	145	134	235	235	076	235	314	075	043	085	142	050	039	061	180	028	024	072	216	182	286	131	230	223
	35	R-148	" Photography	136	156	154	218	167	238	-086	179	277	267	057	176	107	125	033	125	181	157	071	151	203	251	173	076	111	221
	36	R-149	" Games	091	083	076	048	181	150	-010	129	387	144	073	079	218	-064	-014	030	171	228	212	087	332	214	251	007	230	256
	37	R-150	" Theater,ballet	117	073	049	214	249	292	-082	227	287	254	213	290	097	044	123	158	203	231	270	286	329	277	124	076	152	223
	38	R-151	" Foods	006	-027	-159	019	125	096	-009	081	007	089	123	-029	071	126	083	043	-078	-041	131	-073	146	195	177	157	232	131
	39	R-152	" Miscellaneous	221	206	186	209	201	256	-038	212	287	085	070	087	151	-016	040	022	140	111	090	105	082	212	250	084	286	343
	40	R-162	" Vocabulary II	118	090	143	261	238	311	-080	245	364	266	263	241	116	040	143	116	266	248	351	250	182	277	244	149	283	348
	41	R-172	Vocab Tot. (I & II)	222	128	192	281	348	397	-125	305	426	249	203	200	165	072	092	108	278	195	311	198	246	349	336	103	309	398
16	42	R-190	Info I Total	278	211	173	327	413	467	-053	393	563	194	156	219	310	061	094	156	256	146	187	189	346	410	462	177	408	438
	43	R-192	Info II Total	222	125	157	243	382	398	-024	342	544	265	222	242	294	082	128	162	255	202	281	216	431	405	414	122	403	468
	44	R-100	Info Total (I & II)	271	190	175	312	421	464	-045	392	582	228	187	237	318	071	111	165	267	173	229	207	392	427	466	165	425	469
17	45	R-211	Memory for Sentences	104	-003	167	239	168	251	-144	169	312	079	-000	259	044	-189	-125	022	295	293	266	346	061	020	168	-186	005	072
18	46	R-212	Memory for Words	083	059	103	266	227	307	-080	241	381	080	193	209	164	-077	116	049	229	172	235	256	143	156	182	067	113	167
19	47	R-220	Disguised Words	273	159	259	252	262	322	-021	276	310	142	297	205	164	120	238	162	149	025	233	164	216	324	317	128	213	382
20	48	R-231	English: Spelling	017	138	270	377	249	386	-023	332	360	054	061	071	175	-151	-032	-053	192	225	218	141	092	154	223	039	214	244
21	49	R-232	" Capitalization	266	216	221	233	358	377	-077	304	560	229	132	227	244	-110	048	053	331	372	225	279	295	269	280	015	241	254
22	50	R-233	" Punctuation	242	172	250	362	289	404	-050	337	464	032	123	088	250	-132	031	-009	218	180	241	130	102	251	287	058	153	288
23	51	R-234	" Usage	137	-002	128	281	363	407	-026	349	415	171	166	173	078	002	080	067	369	187	242	192	229	217	304	106	187	285
24	52	R-235	" Eff. Exp.	177	109	211	256	208	288	044	270	389	-031	121	140	090	-180	030	-023	325	163	237	214	-013	130	084	-090	044	049
25	53	R-230	" Total	248	186	279	375	402	488	-051	411	602	158	161	203	241	-141	048	024	381	328	300	266	229	288	327	038	239	309
26	54	R-240	Word Functions	023	093	131	184	106	178	-099	121	279	081	099	135	208	138	092	210	062	-062	052	029	001	-001	124	048	-004	120
27	55	R-250	Reading Comprehension	210	255	235	351	373	454	-101	364	452	162	087	231	206	-029	-011	108	256	210	241	241	147	165	293	013	188	280
28	56	R-260	Creativity	173	246	159	282	310	372	109	307	248	051	-088	016	084	-044	-128	-084	176	104	054	086	002	077	044	-053	088	075
29	57	R-270	Mechanical Reasoning	198	202	200	130	210	217	087	272	211	003	-058	134	104	-019	-083	078	111	023	031	128	093	248	105	-014	165	023
30	58	R-281	Vis. in 2 Dimens		247	118	160	252	263	-074	205	318	135	155	313	124	-023	078	177	206	174	220	303	164	218	131	-035	102	097
31	59	R-282	Vis. in 3 Dimens	247		252	133	066	121	-100	071	123	097	047	191	-014	-098	-004	044	154	214	125	234	018	-011	123	-104	009	011
32	60	R-290	Abstract Reasoning	118	252		185	086	165	011	149	281	173	-018	081	168	-010	-020	-020	111	201	-001	128	-049	064	066	-018	081	025
33	61	R-311	Math I	160	133	185		272	760	043	685	346	194	-006	110	252	125	-001	042	084	076	-013	122	071	187	086	165	-021	161
34	62	R-312	Math II	252	066	086	272		832	180	798	403	207	112	166	221	041	026	119	185	182	225	142	193	195	218	049	218	295
35	63	R-320	Math I & II	263	121	165	760	832		146	934	471	251	072	176	294	100	017	105	173	166	144	166	171	240	197	128	135	291
36	64	R-333	Math III	-074	-100	011	043	180	146		491	-053	-122	-097	-135	048	082	-058	-033	-117	-225	-118	-164	-074	-117	-147	-032	-020	-172
37	65	R-340	Math Total(I+II+III)	205	071	149	685	798	934	491		396	177	029	106	277	118	-006	080	110	065	084	087	124	169	120	102	112	194
42	66	R-410	Arith Computation	318	123	281	346	403	471	-053	396		310	236	328	626	076	140	229	365	257	290	285	333	350	242	076	234	300
43	67	R-420	Table Reading	135	097	173	194	207	251	-122	177	310		378	479	116	585	322	452	206	459	257	326	349	184	006	007	026	184
44	68	R-430	Clerical Checking	155	047	-018	-066	112	072	-097	029	236	378		438	181	369	918	483	047	011	536	246	299	229	058	217	153	214
45	69	R-440	Object Inspection	313	191	081	110	166	176	-135	106	328	479	438		059	140	361	723	294	373	324	850	454	265	090	059	071	160
46	70	A-410	Arith Computation	124	-014	168	252	221	294	048	277	626	116	181	059		269	224	272	-497	-167	-028	-125	192	237	117	181	119	149
47	71	A-420	Table Reading	-023	-098	-010	125	041	100	082	118	076	585	369	140	269		495	452	-237	-453	-134	-149	198	124	001	312	057	137
48	72	A-430	Clerical Checking	078	-004	-020	-001	026	017	-058	-006	140	322	918	361	224	495		538	-112	-188	158	095	315	199	046	297	117	213
49	73	A-440	Object Inspection	177	044	-020	042	119	105	-033	080	229	452	483	723	272	452	538		-070	002	058	250	404	184	023	191	070	193
38	74	F-410	Arith Computation	206	154	111	084	185	173	-117	110	365	206	047	294	-497	-237	-112	-070		486	356	465	142	107	130	-132	118	156
39	75	F-420	Table Reading	174	214	201	076	182	166	-225	065	257	459	011	373	-167	-453	-188	002	486		429	521	167	066	005	-246	-035	052
40	76	F-430	Clerical Checking	220	125	-001	-013	225	144	-118	084	290	257	536	324	-028	-134	158	058	356	429		410	074	146	047	-093	132	080
41	77	F-440	Object Inspection	303	234	128	122	142	166	-164	087	285	326	246	850	-125	-149	095	250	465	521	410		327	231	109	-064	046	077
50	78	A-500	Preferences	164	018	-049	071	193	171	-074	124	333	349	299	454	192	198	315	404	142	167	074	327		400	257	313	285	365
51	79	R-601	SAI: Sociability	218	-011	064	187	195	240	-117	169	350	184	229	265	237	124	199	184	107	066	146	231	400		531	437	517	569
52	80	R-602	" Soc.Sensitivity	131	123	066	086	218	197	-147	120	242	006	058	090	117	001	046	023	130	005	047	109	257	531		352	559	675
53	81	R-603	" Impulsiveness	-035	-104	-018	165	049	128	-032	102	076	087	217	059	181	312	297	191	-132	-246	-093	-064	313	437	352		356	314
54	82	R-604	" Vigor	102	009	081	-021	218	135	-020	112	234	076	153	071	119	057	117	070	118	-035	132	046	285	517	559	356		496
55	83	R-605	" Calmness	097	011	025	161	295	291	-172	194	300	184	214	160	149	137	213	193	156	052	080	077	365	569	675	314	496	
56	84	R-606	" Tidiness	182	091	060	141	244	246	-105	179	368	129	263	232	209	082	227	173	160	052	171	193	337	630	697	339	562	764
57	85	R-607	" Culture	229	120	094	104	203	197	-141	122	284	116	239	191	137	128	205	143	152	-013	159	158	311	596	722	421	646	641
58	86	R-608	" Leadership	015	-116	-007	-050	-066	-073	-049	-082	-065	023	-057	-098	-011	180	035	-019	-059	-171	-216	-123	217	289	332	389	462	393
59	87	R-609	" Self-Confidence	117	009	-045	067	214	183	-089	129	230	242	229	229	121	108	203	206	111	148	136	163	396	462	520	163	280	506
60	88	R-610	" Mature Personality	126	051	-022	071	189	169	-095	114	217	075	215	181	125	062	226	131	092	015	054	153	286	491	604	242	563	631
	89	F-701	Int Inv: Phys Sci	250	108	058	085	084	105	-068	068	208	110	070	188	079	078	022	185	137	036	128	122	143	203	208	005	125	209
	90	F-702	" Biol Sci & Med	222	129	094	141	050	115	-022	093	105	100	-041	146	022	110	-051	173	090	-011	006	072	095	159	128	027	023	115
	91	F-703	" Pub Serv.	117	086	008	010	102	074	004	067	154	132	052	151	-010	165	033	166	183	-036	059	085	147	197	200	100	111	188
	92	F-704	" Lit-Ling.	008	091	033	-029	-075	-067	034	-047	024	094	-003	045	-005	189	-004	138	033	-103	-000	-043	095	048	096	089	069	019
	93	F-705	" Soc.Serv.	055	-048	103	067	-028	020	123	062	-104	074	-083	-021	-047	243	-042	131	-060	-185	-118	-129	055	020	044	182	-007	-037
	94	F-706	" Artistic	075	096	006	-089	-111	-126	-011	-115	-028	054	006	034	012	147	036	161	-046	-101	-062	-075	007	-039	-044	098	-055	-088
	95	F-707	" Musical	-004	039	018	035	-072	-029	081	004	049	037	-007	013	030	162	004	056	019	-137	-026	-024	088	-022	001	-076	021	021
	96	F-708	" Sports	008	-067	-044	053	-034	008	029	017	-068	066	-017	007	039	217	-006	120	-123	-165	-029	-082	-018	071	088	107	-097	053
	97	F-709	" Outdr Rec.	105	-112	-054	056	136	124	019	117	279	130	195	107	149	170	154	162	133	-043	158	027	099	164	146	044	108	179
	98	F-710	" Bus.-Mgmt.	067	029	062	020	-010	005	055	024	047	068	002	033	023	178	035	139	025	-120	-069	-060	137	112	194	151	161	147
	99	F-711	" Sales	090	019	035	008	-001	004	006	005	135	160	066	157	073	224	079	252	064	-070	-002	028	222	127	154	142	167	122
	100	F-712	" Computation	244	070	007	070	036	065	-064	034	100	117	096	167	006	187	084	184	104	-075	061	094	104	188	170	171	119	128
	101	F-713	" Office Work	032	047	038	-040	000	-023	077	008	-054	-036	-017	-105	-002	184	038	021	-057	-241	-124	-163	053	081	139	155	197	144
	102	F-714	" Mech-Tech	224	142	124	072	100	110	-130	049	305	166	104	188	064	064	027	108	262	112	202	181	213	248	241	032	133	188
	103	F-715	" Skilled Trades	196	082	052	051	079	083	-032	061	215	175	155	166	-001	126	110	110	241	054	151	149	205	182	186	064	139	175
	104	F-716	" Farming	138	-030	037	082	112	123	022	116	279	123	085	110	093	152	023	094	200	-031	164	082	162	223	192	060	135	204
	105	F-717	" Labor	250	045	147	101	097	123	-143	057	320	163	144	173	126	099	059	144	206	071	234	132	249	315	234	174	190	241
	106	C-001	Composite: I.Q.Comp.	234	311	614	596	363	589	-051	500	515	234	050	219	278	012	-015	077	241	244	157	248	099	190	248	049	153	244
	107	C-002	" Gen.Acad.Apt.	292	240	341	539	577	700	-022	607	651	223	144	238	300	-068	029	068	365	319	296	281	229	304	347	068	256	356
	108	C-003	" Verbal	274	189	281	389	424	511	-069	425	624	193	187	235	259	-100	066	065	385	322	325	280	261	342	367	074	288	366
	109	C-004	" Quantitative	199	058	121	606	821	903	481	970	439	176	056	106	309	101	012	091	118	082	116	079	147	200	160	136	164	222
	110	C-005	" Technical	243	259	219	309	347	412	002	364	511	150	056	196	328	078	033	154	177	080	069	157	330	358	375	119	342	312
**	111	C-006	" Sci. Apt.	284	297	442	617	578	746	123	701	600	228	051	214	358	058	-007	111	240	187	144	215	213	293	313	100	260	309

continued on next page

Table V-3b (continued)

Tidiness 84	Culture 85	Leadership 86	Self-Confidence 87	Mature Personality 88	Phys Sci. 89	Biol Sci & Med 90	Pub Serv. 91	Lit-Ling. 92	Soc. Service 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus.-Mgmt 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q.Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci. Apt. 111	MEAN	S.D.	Code
015	103	-128	005	050	-018	028	044	087	054	035	-000	190	083	138	042	130	122	087	063	037	105	101	136	097	201	234	212	7.7663	2.5156	
																												2.0000	.0000	
527	462	-021	348	313	232	156	155	-022	-060	-082	022	-027	215	090	144	226	081	282	217	261	301	402	556	577	354	552	516	9.4417	2.4497	R-101
305	305	010	303	136	113	067	020	-106	-011	-101	-098	-158	-006	-010	023	168	094	149	098	062	204	515	576	608	294	572	569	4.9141	2.6185	R-102
330	317	-004	197	251	064	068	036	-032	-014	-041	044	-080	007	066	043	176	134	125	030	053	151	409	451	533	284	579	512	5.6503	2.6470	R-103
348	257	108	237	264	045	004	020	-002	-015	-059	020	016	010	094	067	120	138	091	064	055	132	276	321	322	237	435	373	2.8098	1.8776	R-104
361	307	-022	240	268	043	058	017	-036	-109	-103	072	-128	123	032	045	129	101	153	096	133	225	472	578	583	388	589	589	5.6196	3.3393	R-105
201	246	-010	247	207	-090	-055	-030	-058	-117	-084	-064	-089	015	-062	-020	-132	-072	-003	-034	068	044	222	421	417	447	419	405	3.4847	1.9075	R-106
311	285	053	187	207	007	-051	041	-045	-041	-032	-036	-006	-037	062	083	047	092	091	021	097	159	443	561	556	353	688	606	3.5031	2.0589	R-107
276	226	-071	194	264	117	101	089	022	-065	-042	064	-101	042	100	089	120	137	184	130	125	178	373	439	440	240	572	489	2.7362	1.5941	R-108
203	241	-068	149	066	204	165	116	062	075	-030	160	-024	071	059	137	174	160	197	158	146	192	439	473	465	302	516	522	2.9202	1.6517	R-109
168	178	091	-052	139	036	077	083	048	071	118	049	-002	-004	063	089	026	060	087	038	075	022	100	112	137	093	299	193	1.6933	1.2188	R-110
242	279	148	179	177	197	168	113	104	032	117	099	076	137	104	146	158	162	209	151	184	295	323	351	346	271	663	505	3.6319	1.9999	R-111
246	177	-007	274	116	032	-001	030	-046	-020	-140	059	-026	017	-039	042	085	059	064	066	012	156	389	490	515	302	703	565	4.4479	2.4398	R-112
300	314	030	176	222	048	004	098	-071	-010	-139	-026	-168	-077	006	091	141	033	064	048	061	183	424	550	543	381	582	571	3.8466	2.2211	R-113
392	389	039	287	270	189	114	104	033	065	-037	083	-047	064	159	170	237	083	267	203	144	318	485	573	563	350	512	555	6.3190	2.9684	R-114
286	270	081	213	226	056	060	025	-014	-028	-085	-018	-122	102	010	044	131	050	092	077	045	124	249	304	294	246	323	326	2.8098	1.6871	R-115
320	269	050	252	218	174	122	156	119	019	037	112	036	164	176	140	179	158	210	195	261	234	446	509	526	256	461	492	2.6196	1.8830	R-131
159	129	-057	137	101	-001	-066	-055	-066	-059	058	030	-024	083	011	-079	035	022	089	079	056	206	263	298	321	181	410	330	2.3804	1.4411	R-132
294	303	-031	211	207	214	085	227	065	000	027	095	-029	197	166	162	212	122	276	212	228	250	327	486	540	247	447	411	2.6135	1.7789	R-133
185	289	046	089	193	006	009	-033	-000	-085	-034	-041	-020	088	031	-055	006	079	069	069	103	173	305	316	306	161	306	335	1.2577	1.0634	R-134
159	058	-040	204	035	-047	-004	-059	-139	-005	-087	-029	-107	-047	-104	-053	-040	-049	060	007	074	050	276	366	346	317	338	377	1.5092	.9836	R-135
103	092	017	010	032	023	-045	005	-041	-072	-141	086	-148	046	-064	-074	027	-036	031	-040	011	-017	210	253	275	137	221	232	.6564	.7728	R-136
198	128	077	065	103	121	143	055	024	122	-060	014	079	-004	091	000	118	153	147	133	029	060	302	246	195	198	321	354	1.0491	.9481	R-137
034	-039	046	060	083	-076	-018	-061	-066	096	-117	042	033	019	-066	030	-028	-063	-081	-055	-025	-063	040	024	029	-004	020	018	1.0675	1.0252	R-138
299	336	067	139	166	157	135	117	017	029	-032	042	-050	160	-004	049	089	023	129	077	141	194	227	260	279	197	333	304	2.1595	1.5592	R-139
235	268	-139	239	101	244	169	145	002	076	021	086	-081	023	064	139	158	084	265	162	197	277	387	453	483	209	371	407	1.5399	1.0729	R-140
218	203	069	150	041	130	076	062	005	150	000	022	-029	077	097	193	183	-009	171	075	072	118	182	222	257	101	286	227	.6074	.7733	R-141
299	226	093	228	196	105	-015	060	-128	-065	-091	-134	-088	-007	-013	078	077	046	117	085	156	166	281	370	400	206	380	346	3.6564	2.1210	R-142
099	099	-107	-049	054	208	191	147	218	103	130	263	096	155	157	144	100	145	258	246	258	268	134	185	215	054	193	162	.8037	.7274	R-143
156	264	-093	175	135	096	100	148	066	078	004	040	078	172	055	059	123	-077	142	132	061	144	223	314	310	305	315	323	.3926	.5713	R-144
021	003	026	-004	049	-016	006	124	038	174	003	029	110	025	027	073	061	030	-053	004	005	001	127	167	124	267	197	221	.8466	.7502	R-145
250	172	110	133	178	-007	-072	-012	-010	-117	020	-077	027	-040	-062	059	-088	033	-029	-022	-033	021	025	078	105	034	144	079	.8098	.7479	R-146
240	288	-024	244	131	141	098	131	155	138	095	205	030	208	151	104	117	126	148	151	202	147	313	398	404	286	488	444	2.0798	1.5435	R-147
107	118	-071	281	031	190	251	138	051	142	043	057	060	089	128	111	201	047	232	149	191	227	371	361	320	202	324	385	.5215	.5702	R-148
317	280	-047	103	143	303	175	230	181	141	079	165	-022	178	200	261	202	159	358	284	255	358	214	304	325	172	322	293	1.0491	.8520	R-149
165	147	-098	149	016	114	046	143	045	060	-003	-003	034	177	108	129	164	064	220	184	122	282	406	426	406	239	404	431	1.9018	1.2483	R-150
233	116	197	227	225	153	073	-021	081	-028	007	110	047	107	023	060	201	068	086	064	134	113	-012	087	110	092	132	063	.5644	.7118	R-151
256	274	140	093	188	074	006	085	-032	003	-094	-071	-021	-035	-009	-008	070	085	083	090	062	128	378	423	416	238	295	392	2.1534	1.3033	R-152
281	293	-045	233	150	110	017	196	028	-006	-042	028	003	175	092	096	117	037	168	129	151	262	461	497	515	264	332	442	2.4479	1.8195	R-162
361	367	-015	335	173	137	057	113	-062	-012	-094	-057	-112	083	039	064	180	087	192	135	120	278	603	665	697	344	579	632	7.3620	3.6308	R-172
483	454	031	349	331	137	077	092	-025	-032	-090	044	-099	075	076	122	200	136	220	147	160	295	599	732	750	486	846	781	63.8282	21.1674	R-190
449	413	016	332	270	233	136	176	049	068	-007	100	-015	200	127	156	215	131	298	234	278	346	552	671	694	407	699	676	32.2400	11.6770	R-192
493	460	027	359	324	178	116	126	000	003	-064	066	-074	124	098	140	214	140	258	185	210	326	609	743	764	480	832	778	96.0600	31.4150	R-100
134	071	-124	136	068	045	-076	-051	-103	-177	-116	-020	-093	025	-065	-008	-034	-100	096	-008	100	143	399	478	470	192	276	369	7.0307	3.2516	R-211
226	157	-015	059	160	065	027	042	-008	-018	-058	-051	-103	138	036	013	077	-094	125	133	073	147	331	476	489	268	276	356	6.7423	3.6508	R-212
385	323	046	291	222	126	113	148	019	020	-076	020	-055	028	029	108	131	036	117	141	105	195	511	577	579	313	421	528	6.2270	4.0526	R-220
237	198	-046	119	142	062	058	061	-001	-067	-176	-012	-075	099	-015	-038	033	-045	110	045	159	148	515	685	685	356	342	505	5.5399	2.7538	R-231
302	204	-037	229	132	083	-029	066	-002	-067	-053	066	-026	039	029	041	050	-013	190	155	148	254	446	773	824	348	477	531	22.4847	7.0056	R-232
288	310	-086	241	150	095	014	137	-027	-047	-114	-048	-073	074	-014	019	067	-073	157	107	163	200	506	735	759	381	427	547	10.9509	3.9060	R-233
291	261	-027	283	155	144	077	070	-048	-049	-114	-009	-091	164	040	097	213	019	188	163	199	278	422	705	764	364	371	471	11.3681	3.4676	R-234
128	089	-262	126	-002	172	094	076	-032	-109	018	019	-052	160	-010	117	171	-009	210	201	146	230	414	576	592	286	291	414	5.3988	2.4809	R-235
344	284	-096	275	160	139	032	108	-024	-084	-109	-011	-073	119	014	059	123	-030	226	177	209	297	593	926	971	453	524	653	55.7423	15.1782	R-230
071	088	-065	113	131	-051	-034	-036	-018	-063	-092	-032	030	-034	-018	005	-068	-093	-049	-053	-035	-051	290	242	204	167	277	307	5.0613	2.2130	R-240
259	225	-129	269	115	104	028	119	-016	-027	-057	083	-063	072	035	064	136	039	153	086	109	213	867	760	644	381	571	780	13.1840	6.4313	R-250
022	038	-020	-064	020	-003	021	-018	-002	-040	-094	-066	-088	-091	-016	002	004	-036	-057	-036	046	-006	296	393	276	358	325	487	4.0368	2.2440	R-260
080	131	-013	051	119	097	135	109	107	061	082	078	124	106	118	143	167	057	107	063	090	113	310	243	178	212	565	451	4.8712	2.3443	R-270
182	229	015	117	126	250	222	117	008	055	075	-004	008	105	067	090	244	032	224	196	138	250	234	292	274	199	243	284	6.1288	4.3887	R-281
091	120	-116	009	051	108	129	086	091	-048	096	039	-067	-112	029	017	070	047	142	082	-030	045	311	240	189	058	259	297	5.0675	2.3071	R-282
060	094	-007	-045	-022	058	074	008	033	103	006	018	-044	-054	062	035	007	038	124	052	037	147	614	341	281	121	219	442	4.3190	2.3166	R-290
141	104	-050	067	071	085	141	010	-029	067	-089	035	053	056	020	068	070	-040	072	051	082	101	596	539	389	606	309	617	3.6687	2.0459	R-311
244	203	-066	214	189	084	050	102	-075	-028	-111	-072	-034	136	-010	-001	136	000	100	079	112	097	363	577	424	621	347	578	4.8957	2.3924	R-312
246	197	-073	103	169	105	115	074	-067	020	-126	-029	008	124	005	004	065	-023	110	083	123	123	589	700	511	903	412	746	8.5644	3.5452	R-320
-105	-141	-049	-089	-095	-068	-022	004	034	123	-011	081	029	019	055	006	-064	077	-130	-032	022	-143	-051	-022	-069	481	002	123	1.8650	1.4552	R-333
179	122	-082	129	114	068	073	067	-047	062	-115	004	017	117	024	005	034	008	049	061	116	057	500	609	425	970	364	701	10.4294	4.0246	R-340
368	284	-065	230	217	208	105	154	024	-104	-028	049	-068	279	047	135	100	-054	305	215	279	320	515	651	624	439	511	600	23.1104	9.9070	R-410
129	116	023	242	075	110	100	132	094	074	054	037	066	130	068	110	117	-036	166	175	123	163	234	223	193	176	150	228	7.1472	7.4455	R-420
263	239	-057	229	215	070	-041	052	-003	-083	006	-007	-017	195	002	066	096	-017	104	155	085	144	050	144	187	056	056	051	29.6871	16.0960	R-430
232	191	-038	229	181	188	146	151	045	-021	034	013	007	107	033	157	167	-105	188	166	110	173	219	238	235	106	196	214	17.7055	7.7507	R-440
209	137	-011	121	125	077	022	-010	-005	-047	012	030	039	149	023	073	006	-002	064	-001	093	126	278	300	259	309	328	358	31.4049	14.1755	A-410
082	128	160	108	062	078	110	165	189	243	147	162	217	176	178	224	187	184	064	126	152	099	012	-068	-100	101	078	058	14.7914	14.8367	A-420
227	205	035	203	226	022	-051	033	-004	-042	036	004	-006	154	035	079	094	038	027	110	023	059	-015	029	066	012	033	-007	37.8282	18.3504	A-430
173	143	-019	206	131	185	173	166	138	131	161	056	120	162	139	252	184	021	108	110	094	144	077	068	065	091	154	111	21.5583	8.4460	A-440
160	152	-059	111	092	137	070	183	033	-060	-046	019	-123	133	025	064	104	-057	262	241	200	206	241	365	385	118	177	240	-.1773	35.6210	F-410
052	-013	-171	148	015	036	-011	-036	-103	-185	-101	-137	-165	-043	-120	-070	-075	-241	112	054	-031	071	244	319	322	082	080	187	-.4969	13.5438	F-420
171	159	-216	136	054	128	006	059	-000	-118	-062	-026	-029	158	-069	-002	061	-124	202	151	164	234	157	296	325	116	069	144	5.2638	25.8117	F-430
193	158	-123	163	153	127	072	085	-043	-129	-075	-024	-082	027	-060	028	094	-163	181	149	082	132	248	281	280	079	157	215	13.8528	11.0555	F-440
337	311	217	396	286	143	075	147	095	055	007	088	-018	099	137	222	104	053	213	205	162	249	099	229	261	147	330	213	50.3190	29.8694	A-500
630	596	289	462	491	203	159	197	048	020	-039	-022	071	164	112	127	188	081	248	182	223	315	190	304	342	200	358	293	4.8528	2.9170	R-601
697	722	332	520	604	208	128	200	096	044	-044	001	088	146	194	154	170	139	241	186	192	234	248	347	367	160	375	313	3.2147	2.1709	R-602
339	421	389	163	242	005	027	160	089	182	096	-076	107	044	151	142	171	155	032	064	060	174	049	068	074	136	119	100	1.6626	1.6563	R-603
562	646	462	280	563	125	023	111	069	-007	-055	021	-097	108	161	167	119	197	133	139	135	190	153	256	288	164	342	260	2.1656	1.7507	R-604
764	641	393	506	631	209	115	168	019	-037	-088	021	053	179	147	122	128	144	188	175	204	241	244	356	366	222	312	309	2.6258	1.9503	R-605
	701	340	483	716	197	101	157	-033	-117	-116	-003	-005	195	075	100	122	149	219	149	204	195	239	359	396	209	362	315	4.2515	2.4928	R-606
701		352	426	652	189	144	164	055	048	-025	-024	-053	127	193	158	164	150	243	186	187	265	219	309	347	168	348	290	4.0736	2.2650	R-607
340	352		091	488	-114	-119	-104	-013	-033	-105	-106	-104	-121	-003	-005	-132	052	-163	-088	013	-024	-103	-109	-082	-078	050	-058	1.0920	1.0352	R-608
483	426	091		427	105	039	071	-008	-073	-124	-027	-018	134	016	081	051	020	143	104	082	099	182	245	316	179	252	227	3.9571	2.1412	R-609
716	652	488	427		-011	-048	-037	-147	-265	-186	-114	-142	061	-015	-074	-080	012	003	-015	063	-007	089	182	200	154	274	192	8.0982	4.1264	R-610
137	188	-114	105	-011		814	646	647	452	539	530	534	593	625	690	740	475	818	817	669	633	118	138	148	036	134	118	58.0429	10.7211	F-701
101	144	-119	039	-048	814		608	638	559	486	505	504	525	608	591	692	380	693	690	589	514	097	060	047	062	117	112	27.8896	5.7489	F-702
157	164	-104	071	-037	646	608		687	511	521	502	513	541	635	661	606	397	640	684	627	487	086	115	115	059	125	104	37.8712	10.7026	F-703
-033	055	-013	-008	-147	647	638	687		654	672	732	613	545	783	653	612	526	590	712	581	517	-006	-038	-036	-057	049	-001	48.7914	10.8630	F-704
-117	048	-033	-073	-265	452	559	511	654		501	512	485	279	643	520	538	436	439	530	362	434	042	-055	-073	026	008	027	33.2515	7.5034	F-705
-116	-025	-105	-124	-186	539	486	521	672	501		471	511	458	664	510	520	505	558	624	497	471	-061	-122	-112	-124	013	-072	22.5153	5.3256	F-706
-003	-024	-106	-027	-114	530	505	502	732	512	491		443	517	585	477	401	414	430	521	458	360	073	-001	-013	-016	087	057	15.1166	4.2155	F-707
-005	-051	-104	-018	-142	534	504	513	613	485	511	443		525	589	472	516	426	495	532	508	414	-045	-075	-093	-011	029	-025	25.4969	5.5793	F-708
195	127	-121	134	061	593	525	541	545	279	458	517	525		512	432	446	280	552	620	644	487	043	114	114	113	078	071	10.2147	2.7772	F-709
075	193	-003	016	-015	625	608	635	783	643	664	585	589	512		690	647	612	631	706	592	529	054	020	029	007	107	067	44.2883	8.8092	F-710
100	158	-005	081	-074	690	571	661	653	520	510	477	472	432	690		677	509	664	725	600	513	059	056	066	-000	130	078	20.3742	4.4167	F-711
122	164	-132	051	-080	740	692	606	612	538	520	401	516	446	647	677		555	710	739	537	600	114	125	160	-006	175	121	33.4356	7.0497	F-712
149	150	052	020	012	475	380	397	526	436	505	414	426	280	612	509	555		433	520	403	426	030	-013	011	-004	153	067	20.4785	4.6909	F-713
219	243	-163	143	003	818	693	640	590	439	558	430	495	552	631	664	710	433		853	708	743	173	211	238	040	200	166	57.0920	9.9069	F-714
149	186	-088	104	-015	817	690	684	712	530	624	521	532	620	706	725	739	520	853		720	742	093	152	175	047	128	103	64.1043	11.7461	F-715
204	187	013	082	063	669	589	627	581	362	497	458	508	644	592	600	537	403	708	720		647	112	194	201	122	155	153	24.3252	5.1829	F-716
195	265	-024	099	-007	633	514	487	517	434	471	360	414	487	529	513	600	426	743	742	647		231	283	316	055	266	229	36.6810	6.5760	F-717
239	219	-103	182	089	118	097	086	-006	042	-061	073	-045	043	054	059	114	030	173	093	112	231		802	657	478	560	878	75.8221	28.7148	C-001
359	309	-109	295	182	138	060	115	-038	-055	-122	-001	-075	114	020	056	125	-013	211	152	194	283	802		945	641	632	863	280.6442	76.5824	C-002
396	347	-082	316	200	148	047	115	-036	-073	-112	-013	-093	114	029	066	160	011	238	175	201	316	657	945		475	621	726	68.7546	18.6803	C-003
209	168	-078	179	154	036	062	059	-057	026	-124	-016	-011	113	007	-000	-006	-004	040	047	122	055	478	641	475		425	720	45.0184	16.0768	C-004
362	348	050	252	274	134	117	125	049	008	013	087	029	078	107	130	175	153	200	128	155	266	560	632	621	425		809	20.8834	7.0574	C-005
315	290	-058	227	192	118	112	104	-001	027	-072	057	-025	071	067	078	121	067	166	103	153	229	878	863	726	720	809		195.6012	57.2024	C-006

Table V-3 (continued)

Table V-3c. 15-year-old girls irrespective of school status (Population from Tables V-3a and V-3b combined) (N=3992)

	Var*	Var Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade			303	310	341	268	299	265	175	284	279	105	132	200	226	295	224	297	237	331	175	183	224	211	142
	2		Sex (1=M, 2=F)																									
1	3	R-101	Info I: Screening	303			379	356	347	399	264	293	296	358	152	231	298	362	432	294	348	272	417	244	235	268	234	168
2	4	R-102	" Vocab I	310		379		721	670	733	658	630	619	588	429	410	511	596	553	545	678	560	610	446	454	546	571	395
3	5	R-103	" Literature	341		356	721		664	723	642	551	571	533	387	358	410	497	447	504	675	512	554	389	465	524	567	375
4	6	R-104	" Music	268		347	670	664		657	587	522	506	468	367	344	417	475	461	514	613	455	527	369	415	481	510	339
5	7	R-105	" Soc.Studies	299		399	733	723	657		638	623	590	552	379	389	452	561	519	540	653	532	576	401	445	525	579	367
6	8	R-106	" Math	265		264	658	642	587	638		575	522	482	351	374	386	449	402	478	533	445	468	360	400	442	455	330
7	9	R-107	" Phys. Sci	175		293	630	551	522	623	575		577	462	395	498	448	516	440	447	510	424	479	389	349	404	460	293
8	10	R-108	" Bio. Sci	284		296	619	571	506	590	522	577		457	336	363	454	531	459	425	509	404	516	383	349	404	442	283
9	11	R-109	" Sci Attitude	279		358	588	533	468	552	482	462	457		267	289	404	465	462	389	504	421	480	325	322	397	410	248
10	12	R-110	" Aero & Space	105		152	429	387	367	379	351	395	336	267		340	326	301	268	312	380	312	297	267	255	297	335	233
11	13	R-111	" Elec & Electron	132		231	410	358	344	389	374	498	363	289	340		377	336	298	308	329	270	324	313	225	283	308	170
12	14	R-112	" Mechanical	200		298	511	410	417	452	386	448	454	404	326	377		526	464	394	407	346	413	391	274	338	339	232
13	15	R-113	" Farming	226		362	596	497	475	561	449	516	531	465	301	336	526		520	453	487	414	499	386	349	396	407	260
14	16	R-114	" Home Ec	295		432	553	447	461	519	402	440	453	462	268	298	464	520		390	451	385	497	366	332	367	360	226
15	17	R-115	" Sports	224		294	545	504	514	540	478	447	425	389	312	308	394	453	390		477	409	435	345	332	412	420	300
	18	R-131	Info II: Art	297		348	678	675	613	653	533	510	509	504	380	329	407	437	451	477		504	552	397	446	508	552	341
	19	R-132	" Law	237		272	560	512	455	532	445	424	404	421	312	270	346	414	385	409	504		437	326	341	412	418	290
	20	R-133	" Health	331		417	610	554	527	576	468	479	516	480	297	324	413	429	497	435	552	437		372	362	446	425	270
	21	R-134	" Engineering	175		244	446	389	369	401	360	389	383	325	267	313	391	386	366	345	397	326	372		280	323	306	219
	22	R-135	" Architecture	183		235	454	465	415	445	400	349	349	322	255	225	274	349	332	332	446	341	362	280		320	372	253
	23	R-136	" Journalism	224		268	546	524	481	525	442	404	404	397	297	283	338	396	367	412	508	412	446	323	320		411	272
	24	R-137	" Foreign Travel	211		234	571	567	510	579	455	460	442	410	335	308	339	407	360	420	552	418	425	306	372	411		313
	25	R-138	" Military	142		168	395	375	339	367	330	293	283	248	233	170	232	260	226	300	341	290	270	219	253	272	313	
	26	R-139	" Acct, Bus, Sales	253		302	575	539	512	569	486	436	421	439	316	290	374	418	422	413	534	466	470	329	352	456	442	105
	27	R-140	" Pract.Knowl.	275		414	486	447	421	464	368	349	376	424	236	249	355	378	439	374	491	390	477	324	301	373	367	222
	28	R-141	" Clerical	334		316	417	383	367	409	326	285	317	315	175	226	304	328	374	315	399	301	412	271	240	333	297	211
	29	R-142	" Bible	265		269	555	541	460	557	457	428	448	438	278	246	318	447	377	369	492	444	440	305	349	385	392	298
	30	R-143	" Colors	193		207	441	417	424	401	384	348	357	321	214	206	255	322	340	309	396	333	366	264	298	322	336	201
	31	R-144	" Etiquette	201		267	381	330	333	367	337	314	295	348	154	186	254	326	346	277	336	277	365	228	207	259	278	169
	32	R-145	" Hunting	075		075	128	088	078	088	083	112	131	092	084	105	157	153	130	128	104	095	112	152	087	081	077	050
	33	R-146	" Fishing	031		072	073	063	064	048	063	062	058	047	070	085	101	085	060	080	064	051	065	112	073	038	047	033
	34	R-147	" Outdr Act(Other)	237		315	553	493	480	523	466	464	462	444	310	323	412	466	458	452	522	409	484	383	311	373	411	253
	35	R-148	" Photography	208		277	394	352	332	375	285	260	271	341	169	220	281	320	323	274	384	299	377	277	230	278	278	165
	36	R-149	" Games	191		251	372	372	340	371	359	287	265	299	187	199	237	260	268	330	363	277	325	243	240	254	273	187
	37	R-150	" Theater, ballet	297		339	650	625	592	597	504	442	436	464	330	280	357	432	420	481	623	490	519	344	388	489	496	323
	38	R-151	" Foods	187		206	489	478	479	434	390	327	324	330	243	209	263	316	359	342	470	347	387	259	294	360	380	241
	39	R-152	" Miscellaneous	275		346	593	581	544	586	504	486	461	465	330	316	367	442	447	426	576	441	516	346	387	447	458	302
	40	R-162	" Vocabulary II	321		371	703	637	601	659	553	521	527	536	348	323	444	525	532	494	673	548	639	403	403	588	503	315
	41	R-172	Vocab Tot. (I & II)	338		405	964	744	695	760	668	637	632	612	430	408	524	614	587	567	727	598	667	464	469	603	588	374
16	42	R-190	Info I Total	351		476	875	820	769	859	771	766	728	669	504	544	637	710	672	657	727	593	673	508	503	586	620	409
	43	R-192	Info II Total	367		450	822	778	721	786	667	627	631	623	436	417	528	625	601	604	816	673	735	545	558	631	657	462
	44	R-100	Info Total (I & II)	366		479	878	826	771	854	753	735	711	669	492	512	614	698	664	655	777	636	712	534	535	617	649	438
17	45	R-211	Memory for Sentences	147		231	326	279	245	301	277	289	265	266	152	175	203	255	250	214	280	247	285	187	189	211	221	140
18	46	R-212	Memory for Words	241		266	491	478	422	471	453	402	399	370	203	233	254	363	323	339	423	352	403	256	290	323	351	237
19	47	R-220	Disguised Words	292		336	580	545	529	514	490	394	404	451	269	242	342	383	409	379	535	383	488	313	348	415	425	265
20	48	R-231	English: Spelling	291		348	527	486	448	500	478	381	382	377	206	225	262	365	357	371	453	337	459	276	324	384	356	229
21	49	R-232	" Capitalization	285		401	440	407	364	434	343	338	349	393	186	230	283	361	388	321	401	310	407	256	256	311	294	169
22	50	R-233	" Punctuation	324		376	637	580	540	611	595	502	491	517	282	284	353	465	461	421	541	421	511	333	364	426	430	271
23	51	R-234	" Usage	311		371	558	503	452	523	467	412	415	458	224	255	322	422	407	369	474	377	453	294	320	379	377	235
24	52	R-235	" Eff. Exp.	285		311	486	440	412	452	394	339	347	439	211	188	266	356	374	306	432	349	407	244	276	339	340	193
25	53	R-230	" Total	374		461	666	608	557	636	576	502	502	550	280	303	378	498	503	453	578	452	563	358	388	460	452	276
26	54	R-240	Word Functions	251		257	601	566	494	571	625	478	471	475	269	265	316	422	376	421	482	426	451	318	350	402	427	296
27	55	R-250	Reading Comprehension	337		406	764	721	642	737	627	574	555	610	363	338	445	570	528	509	684	543	610	423	437	542	544	348
28	56	R-260	Creativity	223		272	577	512	488	522	481	470	447	443	342	326	432	470	451	425	510	420	457	368	349	400	430	281
29	57	R-270	Mechanical Reasoning	210		231	497	414	422	448	461	453	428	408	327	286	400	407	404	375	428	350	370	345	286	303	369	228
30	58	R-281	Vis. in 2 Dimens	199		237	360	302	306	329	339	293	281	304	183	188	272	280	320	276	321	249	272	246	215	218	254	144
31	59	R-282	Vis. in 3 Dimens	186		202	424	382	383	405	423	394	371	366	231	245	337	352	373	311	383	306	319	295	257	258	283	174
32	60	R-290	Abstract Reasoning	271		302	572	489	461	504	496	441	418	464	263	247	331	397	414	376	469	355	435	310	320	344	365	223
33	61	R-311	Math I	252		298	634	560	505	613	601	525	498	526	301	318	394	485	458	452	501	453	478	368	359	426	421	286
34	62	R-312	Math II	254		292	616	571	523	611	711	540	496	485	296	317	364	454	418	447	502	441	477	344	355	423	425	294
35	63	R-320	Math I & II	278		324	686	622	566	672	727	586	546	554	328	349	415	514	479	494	551	491	524	390	392	466	465	319
36	64	R-333	Math III	174		114	294	326	262	281	436	267	248	234	165	175	175	176	175	230	258	228	211	148	197	195	212	159
37	65	R-340	Math Total(I+II+III)	287		313	670	620	555	655	737	579	541	542	324	350	407	475	462	485	544	483	511	378	390	453	458	317
42	66	R-410	Arith Computation	263		421	463	407	388	477	460	393	351	389	175	259	279	330	375	379	391	309	429	294	272	342	299	200
43	67	R-420	Table Reading	190		197	150	157	140	148	149	100	121	113	066	074	084	092	148	142	176	106	150	107	089	127	127	075
44	68	R-430	Clerical Checking	158		128	081	096	068	071	107	028	042	056	038	053	012	-029	058	058	089	057	081	063	059	075	065	036
45	69	R-440	Object Inspection	174		208	164	170	162	150	150	113	144	144	094	075	117	113	186	162	195	127	168	133	124	129	175	089
46	70	A-410	Arith Computation	175		323	346	309	290	358	374	308	258	281	130	217	261	282	267	301	288	228	305	228	215	264	279	166
47	71	A-420	Table Reading	083		058	020	024	029	017	051	001	015	-017	-002	018	-008	-031	010	053	034	005	-002	019	005	026	038	035
48	72	A-430	Clerical Checking	101		057	-007	017	-003	-012	037	-032	-020	-016	002	016	-034	-089	-012	-006	012	000	006	018	009	010	002	-001
49	73	A-440	Object Inspection	127		151	084	100	096	078	087	064	093	064	062	051	078	058	116	112	119	065	089	085	082	073	070	059
38	74	F-410	Arith Computation	234		359	409	352	342	417	363	326	316	357	156	195	257	357	349	310	351	277	400	247	225	289	257	152
39	75	F-420	Table Reading	209		243	210	216	186	209	178	152	170	169	102	096	136	171	214	166	235	158	231	145	132	174	157	081
40	76	F-430	Clerical Checking	225		240	246	244	201	230	223	154	165	198	104	116	110	117	192	178	229	162	220	140	151	191	180	107
41	77	F-440	Object Inspection	188		226	208	207	198	189	185	151	175	194	105	092	142	158	215	180	233	159	217	153	138	155	151	101
50	78	A-500	Preferences	051		165	034	036	028	027	014	015	035	-003	006	046	057	051	038	082	045	024	048	053	042	029	027	019
51	79	R-601	SAI: Sociability	159		239	119	104	138	098	089	042	061	115	031	058	068	101	134	131	109	054	141	094	059	101	067	046
52	80	R-602	" Soc.Sensitivity	175		244	224	212	229	206	180	144	173	198	102	112	103	161	196	145	216	136	218	124	105	189	150	100
53	81	R-603	" Impulsiveness	058		107	158	154	147	126	116	102	104	102	093	075	090	092	083	125	135	102	083	082	094	107	119	098
54	82	R-604	" Vigor	138		190	194	163	196	157	158	125	144	144	081	092	147	185	171	192	157	091	191	165	081	133	109	080
55	83	R-605	" Calmness	136		207	209	169	196	186	189	145	149	172	101	126	137	159	192	154	182	134	199	152	102	164	126	111
56	84	R-606	" Tidiness	127		228	146	121	150	138	115	095	052	102	035	090	067	090	168	094	130	054	179	110	085	117	070	063
57	85	R-607	" Culture	159		231	265	251	284	242	221	197	208	193	116	132	146	181	207	161	230	152	229	151	149	204	161	125
58	86	R-608	" Leadership	031		067	103	105	146	099	134	067	061	081	036	038	032	044	056	099	084	051	066	061	063	091	057	090
59	87	R-609	" Self-Confidence	103		145	158	148	178	147	153	099	112	133	084	103	118	120	124	131	138	118	144	116	080	114	109	078
60	88	R-610	" Mature Personality	141		197	255	229	243	243	266	204	195	179	133	144	142	171	206	170	213	156	218	167	143	191	161	138
	89	F-701	Int Inv: Phys Sci	003		071	-186	-174	-138	-194	-285	-216	-202	-108	-146	-114	-094	-089	-041	-112	-132	-122	-078	-088	-109	-107	-118	-113
	90	F-702	" Biol Sci & Med	-066		-003	-215	-210	-193	-199	-242	-208	-239	-120	-121	-094	-111	-122	-102	-138	-169	-121	-166	-124	-126	-143	-134	-124
	91	F-703	" Pub Serv.	033		079	-037	-068	-040	-076	-086	-031	-038	012	-021	-008	021	019	055	-037	-029	-045	029	-003	-027	-046	-033	-039
	92	F-704	" Lit-Ling.	-026		-022	-220	-246	-208	-228	-224	-180	-188	-146	-128	-095	-082	-138	-054	-141	-201	-157	-134	-091	-141	-181	-151	-124
	93	F-705	" Soc.Serv.	-032		-028	-052	-048	-050	-067	-106	-031	-050	-051	031	-004	022	-029	-039	-040	-035	-020	-048	-026	-037	-063	-017	-051
	94	F-706	" Artistic	-050		-042	-222	-243	-205	-210	-199	-188	-220	-167	-138	-099	-117	-160	-115	-113	-237	-123	-152	-132	-160	-170	-171	-100
	95	F-707	" Musical	016		034	-118	-123	-191	-101	-145	-119	-105	-039	-080	-062	-062	-077	-003	-050	-068	-054	-041	-054	-067	-064	-066	-056
	96	F-708	" Sports	-007		-034	-134	-141	-121	-136	-154	-125	-145	-084	-108	-067	-096	-126	-062	-196	-118	-078	-080	-117	-100	-103	-109	-095
	97	F-709	" Outdr Rec.	023		049	-076	-090	-054	-062	-075	-093	-132	-038	-104	-057	-112	-116	-048	-070	-074	-058	-026	-083	-061	-029	-087	-043
	98	F-710	" Bus.-Mgmt.	035		071	013	008	016	-007	-023	025	014	016	027	-003	031	026	045	-003	018	006	046	017	-012	-014	026	-017
	99	F-711	" Sales	034		086	016	024	031	009	-011	-000	015	024	012	-008	005	030	040	-003	031	004	035	013	-016	000	016	000
	100	F-712	" Computation	042		072	054	100	077	023	-029	013	033	027	039	-016	003	041	005	017	081	034	053	020	042	024	091	031
	101	F-713	" Office Work	046		043	206	248	207	200	198	175	175	138	130	081	083	120	055	140	198	145	119	070	124	134	202	119
	102	F-714	" Mech-Tech	119		192	058	068	079	065	012	016	014	075	-000	027	000	047	086	054	084	031	116	050	026	061	054	007
	103	F-715	" Skilled Trades	101		151	099	101	113	103	066	067	046	083	052	054	044	059	080	078	115	073	121	071	041	074	089	038
	104	F-716	" Farming	035		064	-063	-058	-032	-043	-041	-077	-103	-040	-095	-043	-115	-133	-048	-051	-046	-045	-009	-080	-027	-070	-064	-039
	105	F-717	" Labor	148		172	129	150	151	132	092	078	071	128	054	061	036	045	079	094	156	101	140	067	072	103	111	068
	106	C-001	Composite: I.Q.Comp.	345		407	771	717	647	745	673	607	606	635	371	355	463	581	554	530	674	544	614	438	446	533	539	346
	107	C-002	" Gen.Acad.Apt.	372		443	807	738	672	769	752	634	621	643	377	383	476	598	573	555	686	560	640	446	464	554	555	360
	108	C-003	" Verbal	399		476	829	787	676	755	676	602	605	623	372	375	464	583	569	543	700	557	650	431	467	561	560	357
	109	C-004	" Quantitative	294		314	698	656	592	681	844	604	558	549	347	370	417	502	466	507	567	496	523	389	411	473	479	335
	110	C-005	" Technical	263		359	731	632	608	683	636	819	735	548	573	658	713	623	557	535	603	497	567	495	409	476	530	337
**	111	C-006	" Sci. Apt.	337		402	813	742	683	777	776	728	688	643	465	487	575	630	586	579	688	570	633	486	470	551	574	376

continued on next page

Table V-3c (continued)

Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28	Bible 29	Colors 30	Etiquette 31	Hunting 32	Fishing 33	Outdr Act(Other) 34	Photography 35	Games 36	Theater,Ballet 37	Foods 38	Miscellaneous 39	Vocabulary II 40	Voc.Tot. (I & II) 41	Info I Total 42	Info II Total 43	Info Tot (I & II) 44	Mem.for Sentences 45	Mem.for Words 46	Disguised Words 47	Spelling 48	Capitalization 49	Punctuation 50	Usage 51	Eff. Exp. 52	Eng. Total 53	Word Functions 54	Reading Comp. 55	Creativity 56	Mech. Reasoning 57	Code
253	275	334	205	193	201	075	031	237	208	191	297	187	275	321	338	351	367	366	147	241	292	291	285	324	311	285	374	251	337	223	210	
302	414	316	269	207	267	075	072	315	277	251	339	206	346	371	405	476	450	479	231	266	336	348	401	376	371	311	461	257	406	272	231	R-101
575	486	417	555	441	381	128	073	553	394	372	650	489	593	703	964	875	822	878	326	491	580	527	440	637	558	486	666	601	764	577	497	R-102
539	447	383	541	417	330	088	063	493	352	372	625	478	581	637	744	820	778	826	279	478	545	486	407	580	503	440	608	566	721	512	414	R-103
512	421	367	460	424	333	078	064	480	332	340	592	479	544	601	695	769	721	771	245	422	529	448	364	540	452	412	557	494	642	488	422	R-104
569	464	409	557	401	367	088	048	523	375	371	597	434	586	659	760	859	786	854	301	471	514	500	434	611	523	452	636	571	737	522	448	R-105
486	368	326	457	384	337	083	063	466	285	359	504	390	504	553	668	771	667	753	277	453	490	478	343	595	467	394	576	625	627	481	461	R-106
436	349	285	428	348	314	112	062	464	260	287	442	327	486	521	637	766	627	735	289	402	394	381	338	507	412	339	502	478	574	470	453	R-107
421	376	317	448	357	295	131	058	462	271	265	436	324	461	529	632	728	631	711	265	399	404	382	349	491	415	347	502	471	595	447	428	R-108
439	424	315	438	321	348	092	047	444	341	299	464	330	465	536	612	669	623	669	266	370	451	377	393	517	458	439	550	475	610	443	408	R-109
316	236	175	278	214	154	084	070	310	169	187	330	243	330	348	430	504	436	492	152	203	269	206	186	282	224	211	280	269	363	342	327	R-110
290	249	226	246	206	186	105	085	323	220	199	280	209	316	323	408	544	417	512	175	233	242	225	230	284	255	188	303	265	338	326	286	R-111
374	355	304	318	255	254	157	101	412	281	237	357	263	367	444	524	637	528	614	203	254	342	262	283	353	322	266	378	316	445	432	400	R-112
418	378	328	447	322	326	153	085	466	320	260	432	310	442	525	614	710	625	698	255	363	383	365	361	465	422	356	498	422	570	470	407	R-113
422	439	374	377	340	346	130	060	458	323	268	420	359	447	532	587	672	601	664	250	323	409	357	388	461	407	374	503	376	528	451	404	R-114
413	374	315	369	309	277	128	080	452	274	330	481	342	426	494	567	657	604	655	214	339	379	371	321	421	369	306	453	421	509	425	375	R-115
534	491	399	492	396	336	104	064	522	384	363	623	470	576	673	727	727	816	777	280	423	535	453	401	541	474	432	578	482	684	510	428	R-131
466	390	301	444	333	277	095	051	409	299	277	490	347	441	548	598	593	673	636	247	352	383	337	310	421	377	349	452	426	543	420	350	R-132
470	477	412	440	366	365	112	065	484	377	325	519	387	516	639	667	673	735	712	285	403	488	459	407	511	453	407	563	451	610	457	370	R-133
329	324	271	305	264	228	152	112	383	277	243	344	259	346	403	464	508	545	534	187	256	313	276	258	333	294	244	358	318	423	368	345	R-134
352	301	240	349	298	207	087	073	311	230	240	388	294	387	403	469	503	558	535	189	290	348	324	256	364	320	276	388	350	437	349	286	R-135
456	373	333	385	322	259	081	038	373	298	254	489	360	447	588	603	586	631	617	211	323	415	384	311	426	379	339	460	402	542	400	303	R-136
442	367	297	392	336	278	077	047	411	278	273	496	380	458	503	588	620	657	649	221	351	425	356	294	430	377	340	452	427	544	430	369	R-137
305	222	211	298	203	169	050	033	253	165	187	323	241	302	315	394	409	462	438	140	237	265	229	169	271	235	193	276	296	348	281	228	R-138
	423	368	430	333	304	076	046	415	336	302	529	380	471	654	648	627	706	671	248	357	421	377	334	460	395	367	485	449	576	434	353	R-139
423		369	366	276	319	083	071	427	325	319	468	325	447	511	532	543	625	586	248	307	401	355	395	433	388	377	493	360	512	398	326	R-140
368	369		275	226	267	104	062	348	280	235	390	268	357	421	450	462	526	497	171	260	363	351	308	381	336	302	424	274	419	320	255	R-141
430	366	275		296	294	076	068	383	289	264	431	273	471	502	577	599	695	649	260	371	394	366	319	481	401	330	482	461	590	407	329	R-142
333	276	226	296		236	068	015	303	231	220	381	321	372	413	464	478	513	503	200	331	388	343	254	384	310	285	398	359	422	346	292	R-143
304	319	267	294	236		074	026	336	224	224	334	251	311	368	405	430	469	455	176	267	313	285	271	389	321	291	396	336	395	291	287	R-144
076	083	104	076	068	074		077	129	085	079	075	053	098	089	123	148	191	167	054	076	073	070	071	089	075	058	095	054	103	139	101	R-145
046	071	062	068	015	026	077		087	082	042	027	035	072	056	072	092	141	112	031	026	065	048	048	034	031	007	044	029	058	057	026	R-146
415	427	348	383	303	336	123	087		323	335	467	353	461	574	662	629	681	663	226	327	403	337	340	447	383	352	470	412	545	441	429	R-147
336	325	280	289	231	224	085	082	323		242	352	244	325	406	428	424	493	459	189	251	334	297	302	359	348	311	408	292	430	298	250	R-148
302	319	235	264	220	224	079	042	335	242		329	266	318	364	397	421	479	453	178	259	302	269	250	331	283	248	348	290	365	300	275	R-149
529	468	390	431	381	334	075	027	467	352	329		477	532	643	697	670	754	717	248	402	522	446	376	501	462	420	553	460	644	479	377	R-150
380	325	268	273	321	251	053	035	353	244	266	477		394	456	513	504	563	538	163	290	403	315	242	348	312	307	379	328	449	352	282	R-151
471	447	357	471	372	311	098	072	461	325	318	532	394		602	641	661	729	703	264	406	456	422	381	505	409	379	530	456	598	464	395	R-152
654	511	421	502	413	368	089	056	574	406	364	643	456	602		808	747	805	787	294	450	553	494	436	579	510	460	622	540	707	521	435	R-162
648	532	450	577	464	405	123	072	602	428	397	697	513	641	868		893	878	910	339	513	614	554	472	663	582	513	700	624	800	599	511	R-172
627	543	462	599	478	430	148	092	629	424	421	670	504	661	747	893		897	986	354	531	603	553	493	687	590	510	716	646	813	635	566	R-190
706	625	526	695	513	469	191	141	681	493	479	754	563	729	805	878	897		958	350	519	628	555	491	665	581	519	709	615	816	625	523	R-192
671	566	497	649	503	455	167	112	663	459	453	717	538	703	787	910	986	958		362	540	627	567	505	696	602	526	731	651	835	648	565	R-100
248	248	171	260	200	176	054	031	226	189	178	248	163	264	294	339	354	350	362		397	266	289	308	362	325	287	399	287	361	298	220	R-211
357	307	260	371	331	267	076	026	327	251	259	402	290	406	450	513	531	519	540	397		433	453	358	516	420	373	535	471	516	405	313	R-212
421	401	363	394	388	313	073	065	403	334	302	522	403	456	553	614	603	628	627	266	433		561	396	569	511	452	622	524	633	508	407	R-220
377	355	351	366	343	285	070	048	337	297	269	446	315	422	494	554	553	555	567	289	453	561		492	613	528	460	761	509	559	388	277	R-231
334	395	308	319	254	271	071	048	340	302	250	376	242	381	436	472	493	491	505	308	358	396	492		579	542	462	786	357	480	352	300	R-232
460	433	381	481	384	389	087	034	447	359	331	501	348	505	579	663	687	665	696	362	516	569	613	579		641	547	877	626	676	499	459	R-233
395	388	336	401	310	321	075	031	383	348	283	462	312	409	510	582	590	581	602	325	420	511	528	542	641		529	814	478	581	431	375	R-234
367	377	302	330	285	291	058	007	352	311	248	420	307	379	460	513	510	519	526	287	373	452	460	462	547	529		708	418	551	373	334	R-235
485	493	424	482	398	396	095	044	470	408	348	553	379	530	622	700	716	709	731	399	535	622	761	786	877	814	708		603	715	515	445	R-230
449	360	274	461	359	336	054	029	412	292	290	460	378	456	540	624	646	615	651	287	471	524	509	357	626	478	418	603		665	491	440	R-240
576	512	419	590	422	395	103	058	545	430	365	644	449	598	707	800	813	816	835	361	516	633	559	480	676	581	551	715	665		627	523	R-250
434	398	320	407	346	291	139	057	441	298	300	479	352	464	521	599	635	625	648	298	405	508	388	352	499	431	373	515	491	627		511	R-260
353	326	255	329	292	287	101	026	429	250	275	377	282	395	435	511	566	523	565	220	313	407	277	300	459	375	334	445	440	523	511		R-270
263	290	233	239	227	233	083	038	308	224	243	293	201	270	306	367	406	393	411	183	235	368	245	262	370	304	263	369	328	396	389	471	R-281
307	280	216	300	294	251	096	021	337	229	235	328	240	342	371	443	499	452	494	179	301	366	273	273	435	334	314	416	444	500	464	563	R-282
383	384	299	365	352	319	073	014	399	252	278	422	315	428	435	551	588	561	593	265	392	492	415	410	570	466	431	582	530	609	497	546	R-290
500	401	333	459	353	353	093	047	447	321	302	482	360	488	565	656	693	650	695	333	465	478	480	426	618	513	457	631	616	656	510	466	R-311
452	376	307	461	364	342	095	041	446	313	332	481	333	499	540	634	696	640	694	311	474	478	510	440	640	514	431	644	637	626	486	458	R-312
520	426	351	506	395	381	103	048	491	348	350	529	379	543	606	708	764	709	763	353	516	525	546	477	693	565	487	701	690	703	546	507	R-320
258	176	168	202	183	163	084	037	225	135	211	247	181	234	227	291	350	322	349	128	235	250	222	173	292	237	189	280	323	288	260	252	R-333
517	413	347	489	386	373	110	055	484	341	355	522	374	530	585	688	752	697	751	342	509	518	528	458	674	551	474	680	683	684	539	502	R-340
373	402	339	345	267	299	093	066	375	304	303	376	257	404	443	490	533	522	542	327	416	463	529	502	564	460	382	622	470	484	384	312	R-410
140	168	187	101	088	122	053	045	136	135	126	179	126	146	182	173	176	205	191	115	141	298	192	163	181	152	113	204	164	200	180	156	R-420
082	097	104	027	082	070	024	041	051	061	063	105	089	061	080	087	082	108	094	059	095	315	173	090	112	078	050	126	116	110	110	087	R-430
135	195	152	091	126	128	066	020	167	142	117	178	125	169	175	181	198	218	210	108	165	309	172	173	188	155	133	208	188	233	235	252	R-440
281	294	267	261	194	225	037	068	279	219	241	275	188	304	313	360	404	393	410	257	334	375	414	383	438	339	260	472	375	348	298	234	A-410
031	011	054	011	014	020	036	031	016	029	023	053	054	024	023	023	023	039	029	017	059	146	054	-005	022	011	-035	013	048	019	058	039	A-420
018	023	040	-028	028	022	013	033	-012	005	016	021	033	-013	-006	-007	-010	014	-002	007	027	224	081	011	014	-007	-028	017	043	009	038	025	A-430
070	118	104	035	067	074	056	013	103	080	068	107	084	100	087	091	117	126	123	051	094	243	100	085	090	065	049	098	116	137	168	178	A-440
326	363	280	299	243	262	042	031	334	281	246	340	232	353	415	442	461	455	471	271	334	368	440	431	473	412	373	539	381	448	322	274	F-410
184	245	233	143	120	167	046	039	192	177	170	221	140	201	255	242	246	274	263	159	157	313	240	253	255	221	207	299	204	285	217	201	F-420
193	227	210	140	173	153	040	043	172	163	145	253	183	205	244	264	259	280	273	152	209	402	315	234	291	239	208	324	236	295	231	195	F-430
163	234	172	127	156	153	066	010	194	167	142	210	134	201	223	229	244	262	257	140	198	315	207	227	243	210	186	273	220	282	261	272	F-440
032	063	081	045	021	025	047	045	050	048	017	069	019	042	018	030	050	067	057	042	040	096	051	046	-001	010	-032	022	-014	009	052	-010	A-500
112	184	127	059	102	127	011	045	129	146	103	130	105	123	137	135	135	157	146	091	089	168	147	169	146	141	113	185	102	121	104	087	R-601
174	189	178	168	142	131	018	055	163	160	135	211	150	187	224	241	245	257	255	122	155	232	216	171	220	197	163	245	178	239	159	111	R-602
128	077	095	125	081	073	045	040	115	089	105	152	102	112	114	153	158	170	167	045	077	115	054	031	068	060	046	066	076	120	086	076	R-603
134	174	133	131	113	125	056	037	197	146	100	158	118	184	131	207	216	215	221	099	118	182	166	147	175	169	120	200	146	185	148	151	R-604
166	184	153	152	106	144	050	061	163	132	114	172	110	164	208	224	232	236	239	079	136	195	182	148	192	171	124	209	171	204	160	113	R-605
117	148	163	073	090	110	009	049	102	143	059	124	088	116	162	163	160	164	166	089	108	155	188	151	176	138	116	197	122	145	097	046	R-606
193	204	163	196	167	152	031	057	176	157	109	216	176	206	241	276	288	282	293	122	171	220	221	169	230	186	159	244	210	247	173	117	R-607
091	068	068	099	071	073	003	035	072	053	064	089	097	082	082	103	115	119	119	059	077	127	100	073	089	057	032	077	110	076	067	038	R-608
129	178	110	131	082	106	056	044	136	122	095	136	089	135	155	169	183	189	190	084	114	174	142	124	160	137	094	170	134	157	133	109	R-609
221	181	176	199	141	134	051	077	172	155	118	194	146	206	233	266	285	278	290	131	181	215	246	136	237	185	137	239	230	245	185	111	R-610
-123	-018	-023	-189	-091	-026	-022	-019	-077	-015	-067	-075	-051	-131	-108	-171	-208	-155	-194	-072	-116	-064	-077	025	-105	-057	-038	-062	-191	-168	-145	-158	F-701
-136	-076	-065	-187	-122	-053	-060	-013	-144	-055	-079	-126	-128	-177	-162	-211	-232	-207	-229	-090	-132	-121	-130	-035	-124	-091	-095	-116	-178	-205	-154	-129	F-702
-039	008	-008	-055	-006	045	012	-007	022	007	-013	-012	003	-031	-001	-026	-037	-026	-034	-016	-026	002	-008	061	011	030	024	032	-053	-021	-026	025	F-703
-172	-084	-087	-241	-104	-077	-017	-026	-101	-101	-066	-198	-118	-165	-178	-221	-231	-229	-236	-091	-152	-157	-153	-046	-167	-135	-117	-152	-199	-241	-163	-064	F-704
-051	-038	-032	-103	-024	-030	017	-026	-007	-035	-021	-058	-043	-058	-045	-053	-058	-067	-063	-051	-061	-057	-100	-022	-075	-060	-055	-076	-117	-081	-044	020	F-705
-146	-110	-083	-192	-139	-086	-005	-029	-116	-112	-075	-194	-129	-170	-199	-230	-239	-232	-243	-092	-173	-155	-130	-071	-185	-141	-133	-165	-180	-230	-201	-165	F-706
-060	006	-019	-160	-029	-070	026	-015	-027	-018	-014	-088	-022	-074	-050	-101	-127	-092	-117	-027	-079	-054	-076	025	-081	-056	-022	-052	-105	-103	-088	-046	F-707
-096	-071	-055	-129	-064	-054	-052	-041	-128	-070	-091	-108	-051	-123	-102	-132	-166	-155	-166	-057	-086	-080	-084	-041	-102	-080	-057	-091	-127	-136	-113	-132	F-708
-021	-006	006	-082	-036	-005	-092	-053	-080	-022	-004	-037	-016	-068	-045	-070	-103	-080	-097	-030	-026	-014	006	025	-010	009	004	008	-045	-072	-096	-107	F-709
-022	017	-022	-002	019	035	023	-019	040	011	024	005	017	003	024	018	017	016	017	-024	-002	034	015	060	016	032	011	037	-008	014	-009	037	F-710
-025	036	023	021	013	017	011	-008	032	026	035	021	-000	021	031	023	020	024	022	013	008	077	049	064	047	059	039	066	016	031	010	043	F-711
-005	023	-027	030	043	037	016	-039	058	047	023	106	080	043	038	052	040	067	051	-007	008	066	012	042	-005	055	049	036	-022	048	006	-008	F-712
118	070	-024	154	113	081	029	-038	131	049	089	180	157	147	138	196	218	198	216	050	088	109	058	047	091	096	076	093	143	164	119	106	F-713
044	139	088	022	059	092	-014	-010	070	096	080	116	077	069	095	076	068	093	081	043	045	117	097	151	104	108	099	143	044	084	025	016	F-714
074	117	067	052	075	080	013	-007	095	084	089	120	098	090	115	113	110	128	119	053	060	116	089	136	100	106	091	133	064	100	047	047	F-715
-026	010	037	-073	-001	-011	-069	-029	-064	-010	005	-015	016	-037	-030	-055	-083	-054	-074	-001	-016	036	047	033	-000	007	-001	022	-030	-057	-078	-112	F-716
111	173	098	081	079	086	-012	-006	103	103	112	152	105	129	152	147	137	165	151	061	084	156	113	154	139	133	118	167	098	146	083	066	F-717
584	521	423	577	445	420	106	051	557	425	376	632	452	607	712	807	835	818	850	378	542	644	578	515	729	615	572	758	710	943	651	591	C-001
598	539	451	588	464	441	117	058	573	442	406	652	461	632	735	841	873	844	885	414	588	673	694	645	839	730	647	899	734	891	669	570	C-002
592	548	469	571	463	429	111	060	561	447	404	666	475	628	759	865	862	845	877	403	576	672	735	713	857	780	680	952	667	816	593	505	C-003
531	421	357	506	407	381	109	056	502	340	376	542	395	550	603	715	792	722	786	339	519	536	544	453	689	556	473	688	700	700	550	517	C-004
516	449	371	484	398	362	162	090	571	345	347	524	389	557	616	743	884	747	857	312	433	492	413	404	570	482	404	578	539	677	604	723	C-005
605	522	430	583	465	430	139	071	601	416	406	636	462	636	720	839	919	850	917	386	556	634	572	512	738	616	545	754	723	879	718	672	C-006

continued on next page

Table V-3c (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83
	1		Grade	199	186	271	252	254	278	174	287	263	190	158	174	195	083	101	127	234	209	225	188	051	159	175	058	138	136
	2		Sex (1=M, 2=F)																										
1	3	R-101	Info I: Screening	237	202	302	298	292	324	114	313	421	197	128	208	323	058	057	151	359	243	240	226	165	239	244	107	190	207
2	4	R-102	" Vocab I	360	424	522	634	616	686	294	670	463	150	081	164	346	020	-007	084	409	210	246	208	034	119	224	158	194	209
3	5	R-103	" Literature	302	382	489	560	571	622	320	620	407	157	098	170	309	024	017	100	352	216	244	207	036	104	212	154	163	169
4	6	R-104	" Music	306	383	461	505	523	566	262	555	388	140	068	162	290	029	-003	096	342	186	201	198	028	138	229	147	196	196
5	7	R-105	" Soc.Studies	329	405	564	613	611	672	281	655	477	148	071	150	358	017	-012	078	417	209	230	189	027	098	206	126	157	186
6	8	R-106	" Math	339	423	496	601	711	727	436	737	460	149	107	150	374	051	037	087	363	178	223	185	014	089	180	116	158	189
7	9	R-107	" Phys. Sci	293	394	441	525	540	586	267	579	393	100	028	113	308	001	-032	064	326	152	154	151	015	042	144	102	125	145
8	10	R-108	" Bio. Sci	281	371	418	498	496	546	248	541	351	121	042	144	258	015	-020	093	316	170	165	175	035	061	173	104	144	149
9	11	R-109	" Sci Attitude	304	366	464	526	485	554	234	542	389	113	056	144	281	-017	-016	064	357	189	198	194	-003	115	198	102	144	172
10	12	R-110	" Aero & Space	183	231	263	301	296	328	165	324	175	066	038	094	130	-002	002	062	156	102	104	105	006	031	102	093	081	101
11	13	R-111	" Elec & Electron	188	245	247	318	317	349	175	350	259	074	053	075	217	018	016	051	195	096	116	092	046	058	112	075	092	126
12	14	R-112	" Mechanical	272	337	331	394	364	415	175	407	279	084	012	117	201	-008	-034	078	257	136	110	142	057	068	100	090	147	137
13	15	R-113	" Farming	280	352	397	485	454	514	176	495	390	092	-029	113	282	-031	-089	058	357	171	117	158	051	101	161	092	185	159
14	16	R-114	" Home Ec	320	373	414	458	418	479	175	462	375	148	058	186	267	010	-012	116	349	214	192	215	038	134	196	083	171	192
15	17	R-115	" Sports	276	311	376	452	447	494	230	485	379	142	058	162	301	053	-006	112	310	166	178	180	082	131	145	125	192	154
	18	R-131	Info II: Art	321	383	469	501	502	551	258	544	391	176	089	195	288	034	012	119	351	235	229	233	045	109	216	135	157	182
	19	R-132	" Law	249	306	355	453	441	491	228	483	309	106	057	127	228	005	000	065	277	158	162	159	024	054	136	102	091	134
	20	R-133	" Health	272	319	435	478	477	524	211	511	429	150	081	168	305	-002	006	089	400	231	220	217	048	141	218	083	191	199
	21	R-134	" Engineering	246	295	310	368	344	390	148	378	294	107	063	133	228	019	018	085	247	145	140	153	053	094	124	082	165	152
	22	R-135	" Architecture	215	257	320	359	355	392	197	370	272	089	059	124	215	005	009	082	225	132	151	138	042	059	105	094	081	102
	23	R-136	" Journalism	218	258	344	426	423	466	195	453	342	127	075	129	264	020	010	073	289	174	191	155	029	101	189	107	133	164
	24	R-137	" Foreign Travel	254	283	365	421	425	465	212	458	299	127	065	125	229	038	002	070	257	157	180	151	027	067	150	119	109	126
	25	R-138	" Military	144	174	223	286	294	319	159	317	200	075	036	089	166	035	-001	059	152	081	107	101	019	046	100	098	080	111
	26	R-139	" Acct, Bus, Sales	263	307	383	500	452	520	258	517	373	140	082	135	281	031	018	070	326	184	193	163	032	112	174	128	134	166
	27	R-140	" Pract.Knowl.	290	280	384	401	376	426	176	413	402	168	097	195	294	011	023	118	363	245	227	234	063	184	189	077	174	184
	28	R-141	" Clerical	233	216	299	333	307	351	168	347	339	187	104	152	267	054	040	104	280	233	210	172	081	127	178	095	133	153
	29	R-142	" Bible	239	300	365	459	461	506	202	489	345	101	027	091	261	011	-028	035	299	143	140	127	045	059	168	125	131	152
	30	R-143	" Colors	227	294	352	353	364	395	183	306	267	088	082	126	194	014	028	067	243	120	173	156	021	102	142	081	113	106
	31	R-144	" Etiquette	233	251	319	353	342	381	163	373	299	122	070	128	225	020	022	074	262	167	153	153	025	127	131	073	125	144
	32	R-145	" Hunting	083	096	073	093	095	103	084	110	093	053	024	066	097	036	013	056	042	046	040	066	047	011	018	045	056	050
	33	R-146	" Fishing	038	021	014	047	041	048	037	055	066	045	041	020	068	031	033	013	031	039	043	010	045	045	055	040	037	061
	34	R-147	" Outdr Act(Other)	308	337	399	447	446	491	225	484	375	136	051	167	279	016	-012	103	334	192	172	194	050	129	163	115	197	163
	35	R-148	" Photography	229	229	292	321	313	348	135	341	304	135	061	142	219	029	005	080	281	177	163	167	048	146	160	089	146	132
	36	R-149	" Games	243	235	278	302	332	350	211	355	303	126	063	117	241	023	016	068	246	170	145	142	017	103	135	105	100	114
	37	R-150	" Theater, ballet	293	328	422	482	481	529	247	522	376	179	105	178	275	053	021	107	340	221	253	210	069	130	211	152	158	172
	38	R-151	" Foods	201	240	315	360	333	379	181	374	257	126	089	125	188	054	033	084	232	140	183	134	019	105	150	102	118	110
	39	R-152	" Miscellaneous	270	342	428	488	499	543	234	530	404	146	061	169	304	024	-013	100	353	201	205	201	042	123	187	112	184	164
	40	R-162	" Vocabulary II	306	391	495	565	540	606	227	585	443	182	080	175	313	023	-006	087	415	255	244	223	018	137	224	114	191	208
	41	R-172	Vocab Tot. (I & II)	367	443	551	656	634	708	291	688	490	173	087	181	360	023	-007	091	442	242	264	229	030	135	241	153	207	224
16	42	R-190	Info I Total	406	499	588	673	696	764	350	752	533	176	082	198	404	023	-010	117	461	246	259	244	050	135	245	158	216	232
	43	R-192	Info II Total	393	452	561	650	640	709	322	697	522	205	108	218	393	039	014	126	455	274	280	262	067	157	257	170	215	236
	44	R-100	Info Total (I & II)	411	494	593	695	694	763	349	751	542	191	094	210	410	029	-002	123	471	263	273	257	057	146	255	167	221	239
17	45	R-211	Memory for Sentences	183	179	265	333	311	353	128	342	327	115	059	108	257	017	007	051	271	153	152	140	042	091	122	045	099	079
18	46	R-212	Memory for Words	235	301	392	465	474	516	235	509	416	141	095	165	334	059	027	094	334	157	209	198	040	089	155	077	118	136
19	47	R-220	Disguised Words	368	366	492	478	478	525	250	518	463	298	315	309	375	146	224	243	368	313	402	315	096	168	232	115	182	195
20	48	R-231	English: Spelling	245	273	415	480	510	546	222	528	529	192	173	172	414	054	081	100	440	240	315	207	051	147	216	054	166	182
21	49	R-232	" Capitalization	262	273	410	426	440	477	173	458	502	163	090	173	383	-005	011	085	431	253	234	227	046	169	171	031	147	148
22	50	R-233	" Punctuation	370	435	570	618	640	693	292	674	564	181	112	188	438	022	014	090	473	255	291	243	-001	146	220	068	175	192
23	51	R-234	" Usage	364	334	466	513	514	565	237	551	460	152	078	155	339	011	-007	065	412	221	239	210	010	141	197	060	169	171
24	52	R-235	" Eff. Exp.	263	314	431	457	431	487	189	474	382	113	050	133	260	-035	-028	049	373	207	208	186	-032	113	163	046	120	124
25	53	R-230	" Total	369	416	582	631	644	701	280	680	622	204	126	208	472	013	017	098	539	299	324	273	022	185	245	066	200	209
26	54	R-240	Word Functions	328	444	530	616	637	690	323	683	470	164	116	188	375	048	043	116	381	204	236	220	-014	102	178	076	146	171
27	55	R-250	Reading Comprehension	396	500	609	656	626	703	288	684	484	200	110	233	348	019	009	137	448	285	295	282	009	121	239	120	185	204
28	56	R-260	Creativity	389	464	497	510	486	546	260	539	384	180	110	235	298	058	036	168	322	217	231	261	052	104	159	086	148	160
29	57	R-270	Mechanical Reasoning	471	563	546	466	458	507	252	502	312	156	087	252	234	039	025	178	274	201	195	272	-010	087	111	076	151	113
30	58	R-281	Vis. in 2 Dimens		484	442	351	364	394	207	372	344	224	165	321	278	092	113	265	274	253	221	323	081	088	092	064	125	115
31	59	R-282	Vis. in 3 Dimens	484		548	446	453	494	235	490	292	155	089	266	214	034	027	191	264	204	193	286	-040	024	099	065	117	113
32	60	R-290	Abstract Reasoning	442	548		531	531	584	255	572	408	172	097	262	286	014	009	161	386	248	259	308	-051	088	144	033	142	130
33	61	R-311	Math I	351	446	531		652	889	313	855	502	144	050	142	387	028	-027	053	425	192	200	185	-019	096	170	103	126	166
34	62	R-312	Math II	364	453	531	652		927	411	908	554	169	082	173	448	051	005	100	440	209	223	214	007	092	176	083	156	184
35	63	R-320	Math I & II	394	494	584	889	927		402	972	583	174	074	175	462	044	-010	087	476	221	234	221	-006	103	191	101	156	193
36	64	R-333	Math III	207	235	255	313	411	402		575	246	100	110	121	232	088	080	103	148	067	136	118	021	043	081	047	062	105
37	65	R-340	Math Total(I+II+III)	392	490	572	855	908	972	575		568	176	089	181	458	059	007	099	453	210	238	220	001	105	191	100	151	196
42	66	R-410	Arith Computation	344	292	408	502	554	583	246	568		308	219	274	870	172	141	215	707	364	315	291	178	237	227	078	220	227
43	67	R-420	Table Reading	224	155	172	144	169	174	100	176	308		454	457	291	765	412	445	185	781	380	395	239	144	128	073	133	137
44	68	R-430	Clerical Checking	165	089	097	050	082	074	110	089	219	454		431	260	417	952	455	056	287	741	343	242	127	119	076	106	140
45	69	R-440	Object Inspection	321	266	262	142	173	175	121	181	274	457	431		261	321	387	903	160	385	372	926	234	157	112	056	125	124
46	70	A-410	Arith Computation	278	214	286	387	448	462	232	456	870	291	260	261		260	227	267	266	193	241	225	225	208	201	097	200	219
47	71	A-420	Table Reading	092	034	014	028	051	044	088	059	172	765	417	321	260		449	417	-038	196	196	188	242	092	083	091	085	099
48	72	A-430	Clerical Checking	113	027	009	-027	005	-010	080	007	141	412	952	387	227	449		451	-049	194	501	273	270	105	091	086	086	119
49	73	A-440	Object Inspection	265	191	161	053	100	087	103	099	215	445	455	903	267	417	451		037	275	302	743	278	142	098	068	118	112
38	74	F-410	Arith Computation	274	264	386	425	440	476	148	453	707	185	056	160	266	-038	-049	037		318	269	245	026	164	155	014	143	130
39	75	F-420	Table Reading	253	204	248	192	209	221	067	210	364	781	287	385	193	196	194	275	318		388	421	131	130	115	023	120	113
40	76	F-430	Clerical Checking	221	193	259	200	223	234	136	238	315	380	741	372	241	196	501	302	269	388		374	092	132	137	027	113	136
41	77	F-440	Object Inspection	323	286	308	185	214	221	118	220	291	395	343	926	225	188	273	743	245	421	374		164	154	105	041	124	119
50	78	A-500	Preferences	081	-040	-051	-019	007	-006	021	001	178	239	242	234	225	242	270	278	026	131	092	164		203	158	224	157	149
51	79	R-601	SAI: Sociability	088	024	088	096	092	103	043	105	237	144	127	157	208	092	105	142	164	130	132	154	203		536	258	544	445
52	80	R-602	" Soc.Sensitivity	092	099	144	170	176	191	081	171	227	128	119	112	201	083	091	098	155	115	137	105	158	536		227	468	614
53	81	R-603	" Impulsiveness	064	065	033	103	083	101	047	100	078	073	076	056	097	091	086	068	014	023	027	041	224	258	227		258	140
54	82	R-604	" Vigor	125	117	142	126	156	156	062	151	220	133	106	125	200	085	086	118	143	120	113	124	157	544	468	258		428
55	83	R-605	" Calmness	115	113	130	166	184	193	105	196	227	137	140	124	219	099	119	112	130	113	136	119	149	445	614	140	428	
56	84	R-606	" Tidiness	062	036	080	103	115	121	035	114	228	132	135	120	203	089	112	111	154	116	136	112	151	421	540	089	415	540
57	85	R-607	" Culture	090	091	144	192	203	218	073	214	230	117	123	101	201	080	099	084	161	102	134	104	164	467	635	211	465	581
58	86	R-608	" Leadership	042	041	052	088	106	108	067	111	141	101	130	076	160	120	132	093	047	036	079	057	156	367	399	264	398	341
59	87	R-609	" Self-Confidence	096	081	093	125	136	144	072	143	179	103	134	107	165	064	118	095	113	096	120	104	121	411	316	130	327	420
60	88	R-610	" Mature Personality	102	107	141	217	262	265	126	265	282	128	145	105	262	088	123	094	175	111	142	097	161	408	612	167	491	609
	89	F-701	Int Inv: Phys Sci	-085	-170	-115	-182	-227	-227	-157	-231	-066	002	-023	004	-074	-020	-019	008	-023	023	-020	002	-002	056	-046	-065	-090	-087
	90	F-702	" Biol Sci & Med	-052	-110	-111	-146	-181	-181	-121	-184	-078	-028	-055	-031	-074	-015	-036	-025	-045	-028	-074	-034	-024	-052	-142	-069	-175	-143
	91	F-703	" Pub Serv.	027	-004	024	-031	-055	-049	-046	-051	-002	017	-027	010	-027	-003	-028	007	035	029	-012	011	-026	-049	-072	-063	-062	-073
	92	F-704	" Lit-Ling.	-058	-097	-092	-171	-182	-195	-098	-194	-093	-002	-030	-015	-093	010	-013	002	-048	-013	-055	-027	-052	-088	-203	-139	-143	-159
	93	F-705	" Soc.Serv.	001	-016	-029	-074	-108	-102	-056	-104	-095	-035	-065	-037	-085	-006	-040	-011	-064	-047	-094	-048	-040	-163	-207	029	-145	-174
	94	F-706	" Artistic	-116	-206	-186	-171	-172	-189	-102	-187	-084	-008	-018	-088	-067	014	006	-058	-068	-026	-066	-100	-023	-047	-148	-099	-108	-118
	95	F-707	" Musical	-043	-066	-037	-060	-098	-089	-067	-088	-028	042	006	015	-034	022	007	016	-005	043	001	010	-005	-009	-122	-050	-094	-103
	96	F-708	" Sports	-101	-120	-100	-111	-130	-133	-080	-133	-098	-031	-019	-051	-086	-012	-004	-034	-069	-035	-045	-059	-046	-123	-085	-099	-228	-083
	97	F-709	" Outdr Rec.	-044	-101	-060	-053	-059	-062	-035	-059	022	014	022	-012	012	014	020	-060	025	008	020	-016	-025	022	-020	-079	-123	-020
	98	F-710	" Bus.-Mgmt.	028	-002	032	-008	-008	-009	-010	-011	-004	013	-013	002	-018	002	-012	007	017	018	-012	-003	-025	-120	-080	-052	-071	-068
	99	F-711	" Sales	053	-007	033	-009	007	000	-012	-005	035	051	013	028	023	031	009	024	036	048	017	027	004	-014	005	-042	-006	-002
	100	F-712	" Computation	-028	-050	-007	-056	-054	-060	-026	-060	-084	-024	-035	-007	-090	-027	-033	-003	-035	-010	-024	-007	-007	-008	-001	047	-022	-058
	101	F-713	" Office Work	020	070	083	110	137	137	100	142	-004	-010	-015	-001	-005	009	-015	000	-001	-024	-009	001	-014	-052	036	085	022	021
	102	F-714	" Mech-Tech	040	-017	076	033	045	043	-002	043	128	078	050	085	091	011	025	063	119	107	088	096	024	118	083	-026	024	056
	103	F-715	" Skilled Trades	041	003	073	059	071	072	025	073	108	067	040	058	068	018	020	039	114	085	070	071	009	040	050	-023	017	042
	104	F-716	" Farming	-038	-112	-056	-065	-032	-051	-020	-044	054	050	074	009	040	043	065	016	049	036	068	007	013	087	024	-041	-076	020
	105	F-717	" Labor	072	034	110	071	088	088	034	087	141	074	071	108	103	008	044	078	128	107	106	121	019	134	107	010	068	099
	106	C-001	Composite: I.Q.Comp.	455	573	791	803	696	818	327	795	537	206	107	252	391	023	001	142	489	292	303	305	-014	123	229	108	184	263
	107	C-002	" Gen.Acad.Apt.	446	541	693	802	814	889	373	866	629	218	121	238	479	032	011	128	544	301	322	297	012	154	252	109	206	229
	108	C-003	" Verbal	396	462	619	692	697	764	322	744	613	209	124	216	462	019	012	108	535	300	327	278	030	176	264	114	216	228
	109	C-004	" Quantitative	460	496	580	813	922	959	591	977	572	179	101	185	464	062	019	105	452	213	246	225	005	102	194	107	162	203
	110	C-005	" Technical	416	526	548	601	594	656	307	650	428	146	062	195	327	017	-011	129	368	207	203	230	033	084	173	125	178	181
**	111	C-006	" Sci. Apt.	476	596	727	817	797	886	431	878	566	203	105	245	432	038	006	147	487	272	287	292	009	119	223	123	195	217

continued on next page

Table V-3c (continued)

Tidiness	Culture	Leadership	Self-Confidence	Mature Personality	Phys Sci.	Biol Sci & Med	Pub Serv.	Lit-Ling.	Soc. Service	Artistic	Musical	Sports	Outdr Rec.	Bus. Mgmt	Sales	Computation	Office Work	Mech-Tech	Skilled Trades	Farming	Labor	I.Q. Comp.	Gen.Acad.Apt.	Verbal	Quantitative	Technical	Sci. Apt.	MEAN	S.D.	Code
84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	MEAN	S.D.	
127	159	031	103	141	003	-066	033	-026	-032	-050	016	-007	023	035	034	042	046	119	101	035	148	345	372	399	294	263	337	10.3665	.9078	
																												2.0000	.0000	
228	231	067	145	197	071	-003	079	-022	-028	-042	034	-034	049	071	086	072	043	192	151	064	172	407	443	476	314	359	402	11.4314	1.2537	R-101
146	265	103	158	255	-186	-215	-037	-220	-052	-222	-118	-134	-076	013	016	054	206	058	099	-063	129	771	807	829	698	731	813	10.6100	4.1691	R-102
121	251	105	148	229	-174	-210	-068	-246	-048	-243	-123	-141	-090	008	024	100	248	068	101	-058	150	717	738	787	656	632	742	10.9669	4.3673	R-103
150	284	146	178	243	-138	-193	-040	-208	-050	-205	-191	-121	-054	016	031	077	207	079	113	-032	151	647	672	676	592	608	683	5.9832	2.9076	R-104
138	242	099	147	243	-194	-199	-076	-228	-067	-210	-101	-136	-062	-007	009	023	200	065	103	-043	132	745	769	755	681	683	777	12.0035	5.1099	R-105
115	221	134	153	266	-285	-242	-086	-224	-106	-199	-145	-154	-075	-023	-011	-029	198	012	066	-041	092	673	752	676	844	636	776	7.0446	4.2721	R-106
095	197	067	099	204	-216	-208	-031	-180	-031	-188	-119	-125	-093	025	-000	013	175	016	067	-077	078	607	634	602	604	819	728	6.8512	3.5326	R-107
092	208	061	112	195	-202	-239	-038	-188	-050	-220	-105	-145	-132	014	015	033	175	014	046	-103	071	606	621	605	558	735	688	5.1703	2.3602	R-108
102	193	081	133	179	-108	-120	012	-146	-051	-167	-039	-084	-038	016	024	027	138	075	083	-040	128	635	643	623	549	548	643	5.5013	2.0259	R-109
035	116	036	084	133	-146	-121	-021	-128	031	-138	-080	-108	-104	027	012	039	130	-000	052	-095	054	371	377	372	347	573	465	2.5902	1.6268	R-110
090	132	038	103	144	-114	-094	-008	-095	-004	-099	-062	-067	-057	-003	-008	-016	081	027	054	-043	061	355	383	375	370	658	487	5.1678	2.4916	R-111
067	146	032	118	142	-094	-111	021	-082	022	-117	-062	-096	-112	031	005	003	083	000	044	-115	036	463	476	464	417	713	575	6.4970	2.8765	R-112
090	181	044	120	171	-089	-122	019	-138	-029	-160	-077	-126	-116	026	030	041	120	047	059	-133	045	581	598	583	502	623	630	6.6115	2.6302	R-113
168	207	056	124	206	-041	-102	055	-054	-039	-115	-003	-062	-048	045	040	005	055	086	080	-048	079	554	573	569	466	557	586	11.5661	3.5143	R-114
094	161	099	131	170	-112	-138	-037	-141	-040	-113	-050	-196	-070	-003	-003	017	140	054	078	-051	094	530	555	543	507	535	579	5.0759	2.4669	R-115
130	230	084	138	213	-132	-169	-029	-201	-035	-237	-068	-118	-074	018	031	081	198	084	115	-046	156	674	686	700	567	603	688	5.8114	2.6219	R-131
054	152	051	118	158	-122	-121	-045	-157	-020	-123	-054	-098	-058	006	004	034	145	031	073	-045	101	544	560	552	496	497	570	3.8873	1.6547	R-132
179	229	066	144	218	-078	-166	029	-134	-048	-152	-041	-080	-026	046	035	053	119	116	121	-009	140	614	640	650	523	567	633	5.6543	2.0850	R-133
110	151	061	116	167	-088	-124	-003	-091	-026	-132	-054	-117	-083	017	013	020	070	050	071	-080	067	438	446	431	389	495	486	2.3469	1.2891	R-134
085	149	063	080	143	-109	-126	-027	-141	-037	-160	-067	-100	-061	-012	-016	042	124	026	041	-027	072	446	464	467	411	409	470	2.4031	1.2656	R-135
117	204	091	114	191	-107	-143	-046	-181	-063	-170	-064	-103	-029	-014	000	024	134	061	074	-020	103	533	554	561	473	476	551	1.5133	.9765	R-136
070	161	057	109	161	-118	-134	-033	-151	-017	-171	-066	-109	-087	026	016	091	202	054	089	-064	111	539	555	560	479	530	574	2.1227	1.3001	R-137
063	125	090	078	138	-113	-124	-039	-124	-051	-100	-056	-095	-043	-017	000	031	119	007	038	-039	068	346	360	357	335	337	376	1.7332	1.1779	R-138
117	193	091	129	221	-123	-136	-039	-172	-051	-146	-060	-096	-021	-022	-025	-005	118	044	074	-026	111	584	598	592	531	516	605	3.9957	1.8972	R-139
148	204	068	178	181	-018	-076	008	-084	-038	-110	006	-071	-006	019	036	023	070	139	117	010	173	521	537	548	421	449	522	2.9223	.9579	R-140
163	163	068	110	176	-023	-065	-008	-087	-032	-083	-019	-055	006	-022	023	-027	-024	088	067	037	098	423	451	469	357	371	430	1.7032	.9166	R-141
073	196	099	131	199	-187	-187	-055	-241	-103	-192	-160	-129	-082	-002	021	030	154	022	052	-073	081	577	588	571	506	484	583	6.6343	3.2430	R-142
090	167	071	082	141	-091	-122	-006	-104	-024	-139	-079	-064	-036	019	013	043	113	059	075	-001	079	445	464	463	407	398	465	1.5128	.9207	R-143
110	152	073	106	134	-026	-053	045	-077	-030	-086	-020	-054	-005	035	017	037	081	092	080	-011	086	420	441	429	381	362	430	1.0501	.7374	R-144
009	031	003	056	051	-027	-060	012	-017	017	-005	026	-052	-092	023	011	016	029	-014	013	-069	-012	106	117	111	109	162	139	1.0448	.9114	R-145
049	057	035	044	077	-019	-013	-007	-026	-026	-079	-015	-041	-053	-019	-008	-039	-038	-010	-007	-029	-006	051	058	060	056	090	071	.9704	.8994	R-146
102	176	072	136	172	-077	-144	022	-101	-007	-116	-027	-128	-080	040	032	058	131	070	095	-064	103	557	573	561	502	571	601	4.0276	1.9043	R-147
143	157	053	122	155	-015	-055	007	-101	-035	-112	-018	-070	-022	013	026	047	049	096	084	-010	103	425	442	447	340	345	416	1.2082	.6955	R-148
059	109	064	095	118	-067	-079	-013	-066	-021	-075	-014	-091	-004	024	035	023	089	080	089	005	112	376	406	404	376	347	406	1.9394	1.0243	R-149
124	216	089	136	194	-075	-126	-012	-198	-058	-194	-088	-108	-037	005	021	106	180	116	120	-015	152	632	652	666	542	524	636	4.0874	1.7846	R-150
088	176	097	087	146	-051	-128	003	-118	-043	-129	-027	-051	-016	017	-000	080	157	077	098	016	105	452	461	475	395	389	467	1.2821	1.0232	R-151
116	209	087	135	206	-131	-177	-031	-165	-058	-170	-074	-123	-068	003	021	043	147	069	090	-037	129	607	632	628	550	557	636	4.2224	1.7316	R-152
162	241	082	155	233	-108	-162	-001	-178	-045	-199	-050	-102	-045	024	031	038	138	095	115	-030	152	712	735	759	603	616	720	5.4812	2.2430	R-162
163	276	103	169	266	-171	-211	-026	-221	-053	-230	-101	-132	-070	018	023	057	196	076	113	-055	147	807	841	865	715	743	839	16.0912	5.9632	R-172
160	288	115	183	285	-208	-232	-037	-231	-058	-239	-127	-166	-103	017	020	040	218	068	110	-083	137	835	873	862	792	884	919	113.5709	33.3859	R-190
164	282	119	189	278	-155	-207	-026	-229	-067	-232	-092	-155	-080	016	024	067	198	099	128	-054	165	818	844	845	722	747	850	62.0500	19.2760	R-192
166	293	119	190	290	-194	-229	-034	-236	-063	-243	-117	-166	-097	017	022	051	216	081	119	-074	151	850	885	877	786	857	917	175.6200	51.3880	R-100
089	122	059	084	131	-072	-090	-016	-091	-051	-092	-027	-057	-030	-024	013	-007	050	043	053	-001	061	378	414	403	339	312	386	9.3607	3.1084	R-211
108	171	077	114	181	-116	-132	-026	-152	-061	-173	-077	-086	-026	-002	008	008	088	045	060	-016	084	542	588	576	519	433	556	11.7528	5.5819	R-212
155	220	127	174	215	-064	-121	002	-157	-057	-155	-054	-080	-014	034	077	066	109	117	116	036	156	644	673	672	536	492	634	14.4238	7.0261	R-220
188	221	100	142	246	-077	-130	-008	-153	-100	-130	-076	-084	006	015	049	012	058	097	089	047	113	578	694	735	544	413	572	9.3061	2.9614	R-231
151	169	023	124	136	025	-035	061	-046	-022	-071	025	-041	025	060	064	042	047	151	136	033	154	515	645	713	453	404	512	29.2943	4.4935	R-232
176	230	089	160	239	-105	-124	011	-167	-075	-185	-081	-102	-010	016	047	-005	091	104	100	-000	138	729	839	857	689	570	738	17.6050	4.7267	R-233
138	186	057	137	185	-057	-071	030	-135	-060	-141	-056	-080	009	032	059	055	076	108	106	007	133	615	730	780	556	482	616	16.4907	3.4433	R-234
116	159	032	094	137	-036	-095	024	-117	-055	-131	-022	-057	004	011	039	049	076	099	091	-001	118	572	647	680	473	404	545	8.4486	2.3449	R-235
197	244	077	170	239	-062	-116	032	-152	-076	-165	-052	-091	008	037	066	036	093	143	133	022	167	758	899	952	688	578	754	81.1400	14.3813	R-230
122	216	110	134	230	-191	-178	-053	-199	-117	-180	-105	-127	-045	-008	016	-027	143	044	064	-030	098	710	734	667	700	539	723	10.1460	5.5578	R-240
145	247	076	157	245	-165	-205	-021	-241	-081	-230	-103	-136	-072	014	031	048	164	084	100	-057	146	943	891	816	700	677	879	27.9186	10.8035	R-250
097	173	067	133	105	-145	-154	-026	-163	-044	-201	-088	-119	-096	-009	010	006	119	025	047	-078	083	651	669	593	550	604	718	7.6433	3.7407	R-260
046	117	038	109	111	-156	-129	025	-064	020	-165	-046	-132	-107	037	043	-008	106	016	047	-112	066	591	570	565	517	723	672	8.1641	3.5157	R-270
062	090	042	096	102	-085	-052	027	-056	001	-116	-043	-101	-044	028	053	-028	020	040	041	-038	072	455	446	396	400	416	476	11.2012	5.6799	R-281
036	091	041	081	107	-170	-110	-004	-097	-016	-206	-066	-120	-101	-002	-007	-150	070	-017	003	-112	034	573	541	462	496	526	596	7.6237	2.9913	R-282
080	144	052	093	141	-115	-111	024	-092	-029	-186	-037	-100	-060	032	031	-007	083	076	073	-056	110	791	693	619	580	548	727	8.3089	3.1454	R-290
103	192	088	125	217	-182	-146	-031	-171	-074	-171	-060	-111	-053	-008	-007	-056	110	033	059	-065	071	803	802	692	813	601	817	7.4557	3.4867	R-311
115	203	106	136	267	-227	-181	-055	-182	-108	-172	-098	-130	-059	-008	007	-054	137	045	071	-032	088	696	814	697	922	594	797	9.5837	4.2439	R-312
121	218	108	144	265	-227	-181	-049	-195	-107	-189	-089	-133	-062	-009	000	-060	137	043	072	-051	088	818	889	764	959	656	886	17.0386	7.0326	R-320
035	093	067	072	128	-157	-121	-046	-098	-056	-102	-067	-080	-035	-010	-012	-076	100	-002	025	-020	034	327	373	322	591	307	431	2.5486	1.7552	R-333
114	214	111	143	265	-231	-184	-051	-194	-104	-187	-088	-133	-059	-011	-005	-060	142	043	073	-044	087	795	866	744	977	650	878	19.5900	7.9411	R-340
228	230	141	179	282	-066	-078	-052	-093	-095	-084	-028	-098	022	-064	035	-084	-004	128	108	054	141	537	629	613	572	428	566	36.9003	10.5743	R-410
132	117	101	103	128	002	-028	017	-002	-035	-008	042	-031	014	013	051	-024	-010	078	067	050	074	206	218	209	179	146	203	11.9649	7.5865	R-420
135	123	130	134	145	-023	-055	-027	-030	-065	-018	006	-019	022	-013	013	-039	-015	050	040	074	071	107	121	124	101	062	105	37.9729	14.7322	R-430
120	101	076	107	105	004	-031	010	-015	-037	-088	015	-051	-012	002	028	-007	-001	085	058	007	108	252	238	216	185	195	245	22.8134	7.0733	R-440
203	201	160	165	262	-074	-074	-027	-093	-085	-067	-034	-086	012	-018	023	-090	-005	091	068	040	103	391	479	462	464	327	432	40.1711	10.3422	A-410
089	080	120	064	088	-026	-015	-063	010	-006	014	022	-012	014	002	031	-027	009	011	018	043	008	023	032	019	062	017	038	15.0569	9.6631	A-420
112	097	132	118	123	-019	-036	-028	-013	-040	006	007	-004	026	-012	009	-033	-015	025	020	065	044	001	011	012	019	-011	006	42.0962	15.2565	A-430
111	084	093	095	094	008	-025	007	002	-011	-058	016	-034	-006	007	024	-003	000	063	039	016	078	142	128	108	105	129	147	24.3702	7.2306	A-440
154	161	047	113	175	-023	-045	035	-048	-064	-068	-005	-069	025	017	036	-035	-001	119	114	049	128	489	544	535	452	368	487	27.0879	21.6602	F-410
116	102	038	096	111	023	-028	029	-013	-047	-026	043	-035	008	018	048	-010	-024	109	085	036	107	292	301	300	213	207	272	8.8650	9.9645	F-420
136	134	079	120	142	-020	-074	-012	-055	-094	-066	001	-045	020	-012	017	-024	-009	088	070	068	106	303	322	327	246	203	287	25.5802	20.7461	F-430
112	104	057	104	097	002	-034	011	-027	-048	-100	010	-059	-016	-003	027	-007	001	096	071	007	121	305	297	278	225	230	292	21.1212	8.0958	F-440
151	164	156	121	161	-007	-024	-026	-052	-040	-023	-005	-046	-025	-025	004	-007	-014	024	009	013	019	-014	012	030	005	033	009	57.6566	22.7088	A-500
421	467	367	411	408	056	-052	-049	-088	-163	-047	-009	-123	022	-120	-014	-008	-052	118	040	087	134	123	154	176	102	084	119	6.9218	2.9535	R-601
540	635	399	316	612	-046	-142	-072	-203	-207	-148	-122	-085	-020	-080	005	-001	036	083	050	024	107	229	252	264	194	173	223	4.8770	2.3410	R-602
089	211	264	130	167	-065	-063	-063	-139	029	-099	-050	-099	-079	-052	-042	047	085	-026	-023	-041	010	108	109	114	107	125	123	1.9206	1.6470	R-603
415	465	398	327	491	-090	-175	-062	-143	-145	-108	-094	-228	-123	-071	-006	-022	022	024	017	-076	068	184	206	216	162	178	195	3.5606	2.1324	R-604
540	581	391	420	609	-087	-143	-073	-159	-174	-118	-103	-083	-020	-068	-002	-050	021	056	042	020	099	203	229	228	203	181	217	4.0516	2.5107	R-605
	600	328	268	623	014	-069	-025	-085	-148	-059	-054	-016	060	-050	008	-053	-035	133	072	098	122	137	172	194	120	101	134	5.8437	2.7216	R-606
600		421	337	630	-095	-171	-098	-235	-203	-206	-192	-107	-026	-076	003	-016	078	082	050	025	138	239	267	280	225	215	251	5.4845	2.2857	R-607
328	421		340	476	-161	-188	-163	-231	-194	-137	-152	-137	-066	-168	-073	-076	045	-037	-052	-010	012	083	101	098	122	064	098	1.2793	1.3377	R-608
268	337	340		388	-064	-176	-089	-151	-114	-098	-074	-115	-035	-071	012	-008	051	053	052	033	116	153	178	184	153	147	167	4.9334	2.4903	R-609
623	630	476	388		-167	-219	-138	-242	-234	-135	-153	-111	-036	-115	-021	-112	015	028	018	-003	059	243	281	270	278	217	269	10.7871	5.1214	R-610
014	-095	-161	-064	-167		712	492	580	383	465	422	492	429	439	390	488	053	630	505	413	350	-181	-178	-120	-262	-219	-234	60.9404	11.3822	F-701
-069	-191	-188	-126	-219	712		391	494	433	377	352	402	352	304	230	234	-079	409	315	297	183	-192	-194	-172	-211	-212	-223	26.9454	7.5040	F-702
-025	-098	-183	-089	-138	492	371		587	412	404	339	413	309	632	490	393	147	454	496	288	294	-014	-016	001	-065	-009	-030	41.6723	11.6943	F-703
-085	-235	-231	-151	-242	580	474	587		539	662	602	512	383	609	475	369	143	440	522	369	307	-215	-219	-206	-211	-168	-221	49.0561	13.1996	F-704
-148	-203	-194	-114	-234	383	433	412	539		347	367	358	197	509	382	391	287	303	409	247	298	-076	-094	-072	-110	-005	-071	32.1849	8.2346	F-705
-059	-206	-137	-098	-135	465	377	404	662	347		530	427	364	447	364	241	090	371	456	360	237	-235	-225	-215	-201	-218	-245	21.0609	6.5660	F-706
-054	-192	-152	-094	-153	422	352	339	602	367	530		355	305	345	262	231	081	326	347	292	213	-088	-096	-065	-112	-110	-112	16.1300	5.4179	F-707
-016	-107	-137	-115	-111	492	402	413	512	358	427	355		563	436	321	283	135	474	447	493	330	-139	-139	-122	-148	-158	-162	25.4048	7.0624	F-708
060	-026	-066	-035	-036	429	352	309	383	197	364	305	563		329	291	215	084	482	424	645	357	-074	-052	-031	-069	-140	-103	10.6633	3.2453	F-709
-050	-076	-168	-071	-115	439	304	632	609	509	447	345	436	329		693	576	421	523	661	354	456	016	015	030	-014	032	011	47.4021	9.8780	F-710
008	003	-073	017	-021	390	230	490	495	382	369	262	321	291	693		526	394	520	616	346	478	026	035	054	-004	017	016	21.8775	4.9524	F-711
-053	016	-076	-008	-112	488	234	393	369	391	241	231	283	215	576	526		600	465	502	261	400	013	009	057	-054	011	-007	34.9719	7.2514	F-712
-035	078	045	051	015	053	-079	147	143	287	090	081	135	084	421	394	600		282	420	144	375	150	154	161	165	174	177	20.9138	5.7994	F-713
133	082	-037	053	028	630	409	454	440	303	371	326	474	482	523	520	465	282		813	558	686	081	097	126	034	018	053	63.8111	9.0412	F-714
072	050	-052	052	018	505	315	496	522	409	456	347	447	424	661	616	502	420	813		526	716	096	114	136	072	072	089	70.1966	9.4612	F-715
098	025	-010	033	-003	413	297	288	369	247	360	232	493	645	354	346	261	144	558	526		493	-067	-036	-012	-048	-177	-088	25.3662	6.1864	F-716
122	138	012	116	059	350	183	294	307	298	237	213	330	357	456	478	400	375	686	716	493		138	151	177	092	087	121	41.2690	5.9537	F-717
137	239	083	153	243	-181	-192	-014	-215	-076	-235	-088	-139	-074	016	026	013	150	081	096	-067	138		940	846	796	718	947	155.1227	54.2087	C-001
172	267	101	178	281	-170	-194	-016	-219	-094	-225	-096	-139	-052	015	035	009	154	097	114	-036	151	940		949	880	734	951	474.6338	119.6943	C-002
194	280	098	184	270	-120	-172	001	-206	-072	-215	-085	-122	-031	030	054	057	161	126	136	-012	177	846	949		763	696	857	108.2570	22.2850	C-003
120	225	122	153	278	-262	-211	-065	-211	-110	-201	-112	-148	-069	-014	-004	-154	165	034	072	-048	092	796	880	763		675	874	84.9852	35.5112	C-004
101	215	064	147	217	-219	-212	-009	-168	-005	-218	-110	-158	-140	032	017	011	174	018	072	-127	087	718	734	696	675		864	34.9406	11.7898	C-005
134	251	078	167	269	-234	-223	-030	-221	-071	-245	-112	-162	-103	011	016	-007	177	053	089	-088	121	947	951	857	894	864		367.8597	121.6588	C-006

Table V-4

Intercorrelations Among 111 Project Talent Variables for 15-Year-Olds
(Population from Tables V-2c and V-3c)
N=7648

Var*	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25
	1		Grade		077	358	344	355	289	325	289	217	305	318	145	157	203	262	287	247	315	264	356	215	200	242	234	150
	2		Sex (1=M, 2=F)	077		129	-130	-012	111	-158	-117	-245	-149	021	-408	-417	-518	-127	514	-367	054	-130	124	-211	-002	012	-145	-196
1	3	R-101	Info I: Screening	358	129		433	404	385	458	306	332	353	413	205	242	296	408	423	330	397	330	451	313	254	294	270	194
2	4	R-102	" Vocab I	344	-130	433		726	639	749	678	683	656	607	551	533	566	604	391	583	663	597	616	519	462	552	589	452
3	5	R-103	" Literature	355	-012	404	726		663	721	651	575	585	546	460	396	392	478	373	502	677	549	576	422	482	546	583	436
4	6	R-104	" Music	289	111	385	639	663		617	573	497	493	474	362	328	305	415	442	434	618	462	542	367	429	504	499	351
5	7	R-105	" Soc.Studies	325	-158	458	749	721	617		653	670	631	565	519	492	517	560	345	601	635	586	583	480	457	533	610	456
6	8	R-106	" Math	289	-117	306	678	651	573	653		633	558	505	476	491	435	442	294	512	538	505	497	424	422	467	496	394
7	9	R-107	" Phys. Sci	217	-245	332	683	575	497	670	633		633	489	577	642	561	528	247	511	515	500	489	477	367	420	513	391
8	10	R-108	" Bio. Sci	305	-149	353	656	585	493	631	558	633		490	483	483	517	551	318	466	511	472	528	455	374	417	482	358
9	11	R-109	" Sci Attitude	318	021	413	607	546	474	565	505	489	490		343	345	389	466	393	418	516	462	505	372	346	420	423	288
10	12	R-110	" Aero & Space	145	-408	205	551	460	362	519	476	577	483	343		612	577	382	046	484	394	440	324	422	300	346	447	392
11	13	R-111	" Elec & Electron	157	-417	242	533	396	328	492	491	642	483	345	612		647	412	065	445	346	412	321	452	261	305	392	320
12	14	R-112	" Mechanical	203	-518	296	566	392	305	517	435	561	517	389	577	647		550	079	533	346	422	337	495	263	310	398	341
13	15	R-113	" Farming	262	-127	408	604	478	415	560	442	528	551	466	382	412	550		356	454	448	440	472	435	328	373	401	293
14	16	R-114	" Home Ec	287	514	423	391	373	442	345	294	247	318	393	046	065	079	356		114	405	264	475	209	272	321	230	104
15	17	R-115	" Sports	247	-367	330	583	502	434	601	512	511	466	418	484	445	533	454	114		440	472	392	418	326	415	455	414
	18	R-131	Info II:Art	315	054	397	663	677	618	635	538	515	511	516	394	346	346	448	405	440		529	581	426	451	524	556	380
	19	R-132	" Law	264	-130	330	597	549	462	586	505	500	472	462	440	412	422	440	264	472	529		483	422	372	455	472	383
	20	R-133	" Health	356	124	451	616	576	542	583	497	489	528	505	324	321	337	472	475	392	581	483		406	387	472	445	305
	21	R-134	" Engineering	215	-211	313	519	422	367	480	424	477	455	372	422	452	495	435	209	418	426	422	406		306	355	379	321
	22	R-135	" Architecture	200	-002	254	462	482	429	457	422	367	374	346	300	261	263	328	272	326	451	372	387	306		350	393	311
	23	R-136	" Journalism	242	012	294	552	546	504	533	467	420	417	420	346	305	310	373	321	415	524	455	472	355	350		432	332
	24	R-137	" Foreign Travel	234	-145	270	589	583	499	610	496	513	482	423	447	392	398	401	230	455	556	472	445	379	393	432		389
	25	R-138	" Military	150	-196	194	452	436	351	456	394	391	358	268	392	320	341	293	104	414	380	383	305	321	311	332	389	
	26	R-139	" Acct,Bus,Sales	285	-012	347	586	558	511	574	509	462	440	466	369	349	369	416	351	418	546	508	502	383	375	479	461	356
	27	R-140	" Pract.Knowl.	325	079	483	523	488	454	504	402	389	409	463	290	290	333	387	406	383	527	452	533	393	327	413	405	276
	28	R-141	" Clerical	314	205	331	391	390	384	366	340	264	297	326	143	156	166	292	406	230	408	312	427	251	263	348	280	203
	29	R-142	" Bible	240	038	330	555	570	472	566	480	451	464	456	324	268	291	423	341	360	510	468	479	345	371	419	424	348
	30	R-143	" Colors	158	247	210	314	329	363	270	282	220	244	265	079	079	060	213	357	124	338	240	324	167	245	260	242	129
	31	R-144	" Etiquette	200	179	259	323	305	318	297	303	240	237	317	102	113	111	249	337	189	319	239	339	191	211	253	232	157
	32	R-145	" Hunting	062	-419	102	235	120	039	218	153	261	268	142	311	330	437	304	-093	286	100	202	107	275	105	086	181	182
	33	R-146	" Fishing	070	-281	138	225	158	104	200	175	240	234	144	289	293	344	241	-013	258	147	207	147	255	131	113	159	168
	34	R-147	" Outdr Act(Other)	270	-127	387	605	522	463	570	506	530	518	477	433	432	480	495	320	494	531	484	513	472	351	413	459	337
	35	R-148	" Photography	226	044	310	431	391	367	403	347	317	320	367	251	270	267	316	297	289	419	344	422	313	268	337	320	214
	36	R-149	" Games	209	-168	290	450	430	370	448	435	401	353	348	340	346	348	277	169	424	397	377	364	348	279	315	352	296
	37	R-150	" Theater,ballet	311	162	380	605	616	595	549	490	406	424	472	302	248	252	383	430	384	625	492	550	344	392	508	477	331
	38	R-151	" Foods	173	112	192	414	433	444	358	354	273	276	294	192	170	157	230	327	241	423	300	360	222	279	331	336	235
	39	R-152	" Miscellaneous	291	-076	384	618	595	535	609	540	532	495	477	424	406	402	437	325	464	577	500	537	420	410	469	496	324
	40	R-162	" Vocabulary II	341	065	424	705	655	611	661	576	542	551	554	400	375	396	500	468	466	686	589	665	456	432	617	531	375
	41	R-172	Vocab Tot. (I & II)	369	-065	462	963	754	676	772	690	681	665	633	535	513	544	610	450	582	722	639	681	534	486	618	611	456
16	42	R-190	Info I Total	376	-181	520	886	807	714	867	780	811	759	675	653	671	685	695	450	687	700	649	661	583	505	587	643	491
	43	R-192	Info II Total	386	-033	502	819	783	700	789	669	661	659	639	526	491	521	602	474	595	808	716	751	601	572	649	676	534
	44	R-100	Info Total (I & II)	389	-134	528	886	820	729	863	774	780	744	680	626	626	646	681	471	673	756	690	710	604	542	624	672	519
17	45	R-211	Memory for Sentences	181	125	244	284	249	224	249	228	221	228	261	111	107	128	237	264	152	259	228	282	164	168	176	175	109
18	46	R-212	Memory for Words	237	151	274	433	442	406	408	419	340	339	351	157	149	141	299	328	257	403	325	399	228	283	310	310	211
19	47	R-220	Disguised Words	308	096	362	568	553	539	493	490	399	465	455	272	246	272	360	378	353	542	403	500	319	357	431	429	278
20	48	R-231	English:Spelling	319	225	399	485	485	467	456	452	334	349	379	149	150	143	329	337	305	453	335	484	254	320	392	342	223
21	49	R-232	" Capitalization	321	157	437	425	408	370	415	346	322	338	397	179	196	215	344	373	287	404	316	427	263	255	317	290	176
22	50	R-233	" Punctuation	349	195	414	590	567	536	561	570	455	456	510	249	247	233	410	458	343	529	426	536	322	362	432	404	261
23	51	R-234	" Usage	337	164	420	539	516	465	498	465	403	414	468	241	243	252	403	408	323	485	399	497	306	326	394	377	241
24	52	R-235	" Eff. Exp.	304	161	361	471	456	429	442	403	336	354	457	215	188	205	342	385	293	442	371	446	265	287	363	333	210
25	53	R-230	" Total	406	221	509	624	602	561	591	556	463	476	549	257	258	264	454	501	387	574	458	593	354	385	468	433	276
26	54	R-240	Word Functions	259	145	284	547	543	497	511	596	431	436	459	242	230	204	365	375	334	470	407	470	293	361	403	392	278
27	55	R-250	Reading Comprehension	359	071	455	749	720	631	717	634	580	596	621	421	379	394	536	462	486	675	569	636	447	450	556	553	396
28	56	R-260	Creativity	247	-062	311	594	532	489	525	511	502	479	462	421	426	441	456	337	410	520	456	470	419	367	418	443	328
29	57	R-270	Mechanical Reasoning	198	-400	223	543	401	337	488	493	565	491	397	549	566	604	444	101	467	373	404	323	445	276	291	399	317
30	58	R-281	Vis. in 2 Dimens	190	-153	215	371	300	272	339	352	343	302	306	277	288	336	292	161	316	304	271	251	292	217	223	270	196
31	59	R-282	Vis. in 3 Dimens	194	-118	191	441	377	352	412	452	439	387	353	339	381	376	341	226	302	368	330	308	339	269	268	312	217
32	60	R-290	Abstract Reasoning	297	-006	313	526	483	445	502	505	459	433	459	325	318	325	378	318	375	459	379	432	339	308	354	375	249
33	61	R-311	Math I	284	-048	328	636	561	493	604	628	541	509	533	385	397	407	469	350	463	497	488	490	402	373	442	437	333
34	62	R-312	Math II	294	-030	324	619	585	518	605	732	555	503	476	375	380	361	429	333	454	503	475	499	383	374	440	439	346
35	63	R-320	Math I & II	317	-042	356	684	627	554	660	749	600	552	560	415	424	417	488	372	500	547	525	540	428	408	481	479	371
36	64	R-333	Math III	193	-069	132	323	339	278	303	474	308	281	256	244	247	207	168	113	266	276	265	242	205	220	216	244	207
37	65	R-340	Math Total(I+II+III)	322	-057	341	670	624	545	644	760	595	549	547	416	427	411	473	351	496	540	519	527	420	405	469	473	369
42	66	R-410	Arith Computation	305	111	449	435	403	387	445	437	335	315	392	153	188	201	355	354	360	386	319	433	286	274	331	289	203
43	67	R-420	Table Reading	185	062	190	159	176	172	146	159	102	105	135	055	061	061	090	149	136	180	120	167	112	110	123	134	083
44	68	R-430	Clerical Checking	166	125	147	076	118	121	065	095	011	017	067	-030	-020	-045	-021	117	046	111	049	100	035	075	078	064	032
45	69	R-440	Object Inspection	177	090	194	155	174	186	138	137	108	120	146	065	054	070	092	180	117	198	116	177	120	121	119	128	076
46	70	A-410	Arith Computation	198	055	278	273	261	252	281	312	224	182	237	084	121	117	223	214	249	243	201	266	183	188	214	188	148
47	71	A-420	Table Reading	021	-041	-038	-033	-019	-001	-044	014	-035	-048	-048	-027	-025	-024	-056	-036	004	-019	-035	-050	-023	002	-027	004	014
48	72	A-430	Clerical Checking	088	081	050	-024	021	033	-029	016	-056	-059	-023	-070	-057	-083	-089	035	-021	018	-022	001	-019	015	002	-008	-015
49	73	A-440	Object Inspection	110	058	111	062	088	106	051	066	044	047	049	017	016	022	030	105	062	110	043	090	063	070	050	063	043
38	74	F-410	Arith Computation	263	118	404	387	349	332	394	339	282	301	361	152	163	192	317	326	289	344	283	392	250	224	286	249	154
39	75	F-420	Table Reading	233	124	298	251	260	237	243	204	176	192	233	102	109	108	179	240	183	265	200	277	178	149	196	180	100
40	76	F-430	Clerical Checking	264	165	293	259	276	258	240	224	149	174	232	070	070	059	135	245	169	264	181	268	139	171	209	193	121
41	77	F-440	Object Inspection	203	099	231	210	217	224	189	176	152	166	204	094	083	105	139	211	145	240	158	227	150	144	155	162	090
50	78	A-500	Preferences	025	-019	132	012	011	008	004	-022	-006	-064	-022	-017	005	030	041	009	057	028	002	026	039	024	011	008	033
51	79	R-601	SAI: Sociability	171	186	262	115	118	167	098	070	014	057	131	-031	-028	-006	097	219	122	149	065	180	080	080	119	051	044
52	80	R-602	" Soc.Sensitivity	171	245	248	177	207	236	158	147	087	123	180	-001	-000	-031	114	283	061	228	105	234	079	121	180	113	075
53	81	R-603	" Impulsiveness	044	020	092	099	110	101	073	070	049	060	059	042	031	036	055	068	075	099	072	065	049	064	076	072	066
54	82	R-604	" Vigor	143	024	211	208	182	197	186	162	138	158	166	094	084	132	190	165	230	183	129	209	175	103	156	126	113
55	83	R-605	" Calmness	149	081	236	226	204	222	203	208	161	166	196	108	125	109	176	225	157	221	159	234	162	135	187	137	134
56	84	R-606	" Tidiness	145	191	244	144	144	194	129	122	072	087	123	-004	022	-008	089	244	065	176	075	216	091	115	136	076	058
57	85	R-607	" Culture	150	252	241	179	210	268	161	164	097	124	159	-007	002	-021	122	286	056	222	117	226	089	149	176	098	069
58	86	R-608	" Leadership	003	037	043	062	083	125	062	104	033	025	046	012	-010	-025	016	063	085	081	041	056	031	055	086	043	079
59	87	R-609	" Self-Confidence	130	038	208	198	178	191	182	187	141	146	165	119	131	127	147	157	148	179	150	185	146	121	143	132	114
60	88	R-610	" Mature Personality	143	079	222	231	223	238	223	249	176	171	176	100	120	097	161	210	148	218	162	231	161	156	187	147	136
	89	F-701	Int Inv: Phys Sci	015	460	059	-229	-164	-099	-244	-324	-332	-254	-104	-355	-363	-330	-140	172	-279	-113	-193	-053	-206	-114	-116	-182	-210
	90	F-702	" Biol Sci & Med	-042	118	-006	-188	-185	-169	-184	-235	-217	-223	-101	-169	-143	-118	-094	-029	-156	-154	-132	-139	-138	-116	-143	-138	-145
	91	F-703	" Pub Serv.	037	238	073	-048	-064	-017	-099	-094	-066	-044	014	-087	-067	-070	009	141	-137	-018	-072	044	-038	-039	-053	-060	-102
	92	F-704	" Lit-Ling.	-007	-170	-001	-105	-189	-189	-123	-145	-058	-086	-083	013	065	113	-023	-118	-031	-159	-087	-103	-006	-114	-149	-079	-080
	93	F-705	" Soc.Serv.	-017	-444	-030	079	-002	-070	064	007	128	081	009	243	236	313	093	-236	155	-019	074	-052	118	-006	-033	085	073
	94	F-706	" Artistic	-019	-202	-016	-086	-157	-169	-078	-099	-054	-100	-079	017	051	083	-036	-169	041	-175	-037	-109	-038	-116	-111	-075	-025
	95	F-707	" Musical	029	-191	063	004	-053	-171	017	-048	020	002	021	064	089	143	048	-080	102	-039	032	-014	039	-032	-026	022	019
	96	F-708	" Sports	-011	354	-028	-141	-106	-054	-171	-149	-168	-149	-071	-211	-151	-231	-146	137	-357	-078	-130	-035	-165	-075	-070	-131	-164
	97	F-709	" Outdr Rec.	029	483	032	-105	-039	044	-113	-070	-166	-163	-027	-247	-220	-326	-181	211	-229	-009	-099	030	-180	-030	004	-107	-121
	98	F-710	" Bus.-Mgmt.	037	164	069	022	012	031	-015	-022	015	019	040	-007	-004	-016	031	108	-080	029	-012	063	-007	-013	-014	012	-048
	99	F-711	" Sales	047	171	090	031	026	046	006	-010	003	031	054	-000	-007	-015	039	117	-064	044	-002	066	006	-005	003	016	-027
	100	F-712	" Computation	041	079	069	038	052	035	-004	-077	-021	027	032	-003	-031	-000	042	035	-044	052	002	033	001	013	-002	050	-008
	101	F-713	" Office Work	051	-413	040	254	210	115	247	205	267	227	148	312	289	332	178	-154	276	156	193	078	183	106	113	239	184
	102	F-714	" Mech-Tech	129	616	180	013	118	172	009	-004	-095	-041	100	-212	-261	-332	-049	362	-145	145	-009	178	-097	052	093	007	-055
	103	F-715	" Skilled Trades	145	276	194	154	183	196	141	115	085	088	164	029	007	-046	065	227	026	194	106	200	052	091	129	122	044
	104	F-716	" Farming	069	329	099	-011	047	088	-015	016	-055	-074	025	-113	-100	-212	-157	155	-102	064	-020	079	-092	025	052	-017	-047
	105	F-717	" Labor	189	221	233	199	228	233	191	161	126	137	203	067	058	005	080	226	081	242	151	235	090	127	168	161	087
	106	C-001	Composite: I.Q.Comp.	375	029	449	767	718	636	733	689	621	615	644	447	422	436	553	460	520	668	578	634	471	456	551	554	396
	107	C-002	" Gen.Acad.Apt.	408	073	494	791	740	666	746	757	635	621	652	432	423	426	563	498	529	683	590	668	475	474	570	560	400
	108	C-003	" Verbal	432	127	534	801	785	673	729	671	593	599	631	397	380	391	550	520	503	697	574	679	453	473	574	557	384
	109	C-004	" Quantitative	327	-074	345	699	659	578	674	858	629	571	558	449	459	431	479	349	521	563	536	542	437	427	488	499	393
	110	C-005	" Technical	251	-455	341	729	571	474	682	639	833	722	508	760	832	826	596	172	603	508	545	474	572	376	426	540	434
**	111	C-006	" Sci. Apt.	358	-180	432	826	732	637	782	799	777	716	644	622	641	638	617	378	614	660	625	624	560	475	553	601	459

continued on next page

Table V-4 (continued)

Acct,Bus,Sales	Pract.Knowl.	Clerical	Bible	Colors	Etiquette	Hunting	Fishing	Outdr Act (Other)	Photography	Games	Theater,Ballet	Foods	Miscellaneous	Vocabulary II	Voc.Tot. (I & II)	Info I Total	Info II Total	Info Tot (I & II)	Mem.for Sentences	Mem.for Words	Disguised Words	Spelling	Capitalization	Punctuation	Usage	Eff. Exp.	Eng. Total	Word Functions	Reading Comp.	Creativity	Mech. Reasoning	Code
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	
285	325	314	240	158	200	062	070	270	226	209	311	173	291	341	369	376	386	389	181	237	308	319	321	349	337	304	406	259	359	247	198	
-012	079	205	038	247	179	-419	-281	-127	044	-168	162	112	-076	065	-065	-181	-033	-134	125	151	096	225	157	195	164	161	221	145	071	-062	-400	
347	483	331	330	210	259	102	138	387	310	290	380	192	384	424	462	520	502	528	244	274	362	399	437	414	420	361	509	284	455	311	223	R-101
586	523	391	555	314	323	235	225	605	431	450	605	414	618	705	963	886	819	886	284	433	568	485	425	590	539	471	624	547	749	594	543	R-102
558	488	390	570	329	305	120	158	522	391	430	616	433	595	655	754	807	783	820	249	442	553	485	408	567	516	456	602	543	720	532	401	R-103
511	454	384	472	363	318	039	104	463	367	370	595	444	535	611	676	714	700	729	224	406	539	467	370	536	465	429	561	497	631	489	337	R-104
574	504	366	566	270	297	218	200	570	403	448	549	358	609	661	772	867	789	863	249	408	493	456	415	561	498	442	591	511	717	525	488	R-105
509	402	340	480	282	303	153	175	506	347	435	490	354	540	576	690	788	689	774	228	419	490	452	346	570	465	403	556	596	634	511	493	R-106
462	389	264	451	220	240	261	240	530	317	401	406	273	532	542	681	811	661	780	221	340	399	334	322	455	403	336	463	431	580	502	565	R-107
448	409	297	464	244	237	268	234	518	320	353	424	276	495	551	665	759	659	744	228	339	405	349	338	456	414	354	476	436	596	479	491	R-108
466	463	326	456	265	317	142	144	477	367	348	472	294	477	554	633	675	639	680	261	351	455	379	397	510	468	457	549	459	621	462	397	R-109
369	290	143	324	079	102	311	289	433	251	340	302	192	424	400	535	653	526	626	111	157	272	149	177	249	241	215	257	242	421	421	549	R-110
349	290	156	268	079	113	330	293	432	270	346	248	170	406	375	513	671	491	626	107	149	246	150	196	247	243	188	258	230	379	426	566	R-111
369	333	166	291	060	111	437	344	480	267	348	252	157	402	396	544	685	521	646	128	141	272	143	215	233	252	205	264	204	394	441	604	R-112
416	387	292	423	213	249	304	241	495	316	297	383	230	437	500	610	695	602	681	237	299	360	329	344	410	403	342	454	365	536	456	444	R-113
351	406	406	341	357	337	-093	-013	320	297	169	430	327	325	468	450	450	474	471	264	328	378	397	373	458	408	385	501	375	462	337	101	R-114
418	383	230	360	124	189	286	258	494	289	424	384	241	464	466	582	687	595	673	152	257	353	305	287	343	323	293	387	334	486	410	467	R-115
546	527	408	510	338	319	100	147	531	419	397	625	423	577	686	722	700	808	756	259	403	542	453	404	529	485	442	574	470	675	520	373	R-131
508	452	312	468	240	239	202	207	484	344	377	492	300	500	589	639	649	716	690	228	325	403	335	316	426	399	371	458	407	569	456	404	R-132
502	533	427	479	324	339	107	147	513	422	364	550	360	537	665	681	661	751	710	282	399	500	484	427	536	497	446	593	470	636	470	323	R-133
383	393	251	345	167	191	275	255	472	313	348	344	222	420	456	534	583	601	604	164	278	319	254	263	322	306	265	354	293	447	419	445	R-134
175	327	263	371	245	211	105	131	351	268	279	392	279	410	432	486	505	572	542	168	283	357	320	255	362	326	287	385	361	450	367	276	R-135
479	413	348	419	260	253	086	113	413	337	315	508	331	469	617	618	587	649	624	196	310	431	392	317	432	394	363	468	403	556	418	291	R-136
461	405	280	424	242	232	181	159	459	320	352	477	336	496	531	611	643	676	672	175	310	429	342	290	404	377	333	433	392	553	443	399	R-137
356	276	203	348	129	157	182	168	337	214	296	331	235	384	375	456	491	534	519	109	211	278	223	176	261	241	210	276	278	396	328	317	R-138
	466	366	447	270	281	126	151	463	362	357	536	354	494	668	661	633	719	680	235	338	429	377	343	457	410	374	487	433	588	451	351	R-139
466		383	418	247	290	123	162	492	378	374	496	301	485	567	580	571	669	621	257	319	426	391	415	456	433	412	526	369	553	423	313	R-140
366	383		313	238	271	016	070	335	298	242	416	270	351	432	436	418	515	463	191	289	378	391	317	410	358	324	447	326	429	320	170	R-141
447	418	313		259	277	109	141	427	334	326	455	265	487	531	587	597	712	654	243	357	411	385	336	490	424	366	501	462	603	417	312	R-142
270	247	238	259		218	-037	-019	209	207	149	343	269	275	347	350	321	404	358	180	299	339	324	232	349	284	253	358	310	342	267	119	R-143
281	290	271	277	218		-013	021	283	214	181	328	234	271	337	353	344	414	378	166	264	303	300	267	367	309	297	382	330	368	267	179	R-144
126	123	016	107	-037	-013		339	253	094	179	030	-004	170	126	211	285	260	284	040	012	048	-010	042	029	062	034	042	018	126	189	329	R-145
151	162	070	141	-019	021	339		244	136	164	081	049	185	161	217	277	291	289	038	033	104	041	066	051	070	050	070	056	156	187	262	R-146
463	492	335	427	209	283	253	244		372	415	465	307	507	604	650	673	719	707	219	306	415	335	348	431	405	373	472	388	567	474	472	R-147
362	378	298	334	207	214	094	136	372		285	390	237	357	445	469	460	531	497	199	258	356	324	310	373	359	326	421	315	457	343	253	R-148
357	374	242	326	149	181	179	184	415	285		349	242	407	415	471	511	550	539	152	246	325	261	242	328	293	264	345	294	415	357	358	R-149
536	496	416	455	343	328	030	081	465	396	349		439	524	664	673	614	736	673	250	393	531	476	387	514	474	443	566	464	638	471	279	R-150
354	301	270	265	269	234	-004	049	307	237	242	439		357	418	447	415	498	455	138	272	375	296	212	326	293	280	345	308	406	318	181	R-151
494	465	351	487	275	271	170	185	507	357	407	524	357		617	664	680	747	722	228	366	466	412	364	486	428	382	515	442	597	482	408	R-152
568	567	432	531	347	337	126	161	604	445	415	664	418	617		870	739	819	787	286	430	568	510	446	590	539	493	639	528	721	541	402	R-162
661	560	436	587	350	353	211	217	650	469	471	673	447	664	870		897	881	915	306	464	610	531	465	635	580	515	677	581	795	618	530	R-172
533	571	418	597	321	344	285	277	673	463	511	614	415	686	739	897		888	986	294	449	576	495	464	620	564	495	657	576	786	646	623	R-190
719	669	515	712	404	414	260	291	719	531	550	736	498	747	819	881	888		953	317	475	619	538	481	637	583	526	688	583	810	637	514	R-192
680	621	463	654	358	378	284	289	707	497	539	673	455	722	787	915	986	953		310	470	607	524	482	643	586	519	685	594	816	660	602	R-100
235	257	191	243	180	166	040	038	219	193	152	250	138	228	286	306	294	317	310		374	240	270	313	341	328	291	388	256	336	280	149	R-211
338	319	289	357	299	264	012	033	306	258	246	393	272	366	430	464	449	475	470	374		418	440	350	496	414	371	514	456	491	359	213	R-212
429	426	378	411	339	303	048	164	415	356	325	531	375	466	568	610	576	619	607	240	418		560	399	567	521	458	617	520	636	507	352	R-220
377	391	391	385	324	300	-010	041	335	324	261	476	296	412	510	531	495	538	524	270	440	560		505	632	550	481	770	517	561	374	168	R-231
343	415	317	336	232	267	042	066	348	310	242	387	212	364	446	465	464	481	482	313	350	399	505		587	562	481	796	365	485	340	254	R-232
457	456	410	490	349	367	023	051	431	373	328	514	326	486	590	635	620	637	643	341	496	567	632	587		653	575	876	631	672	482	341	R-233
410	433	358	424	284	399	062	070	405	359	293	474	293	428	539	580	564	583	586	328	414	521	550	562	653		560	825	491	599	434	308	R-234
374	412	324	366	253	297	034	050	373	326	264	443	280	387	493	515	495	526	519	291	371	458	461	481	575	560		727	443	575	391	269	R-235
487	526	447	501	358	382	042	070	472	421	345	566	345	515	639	677	657	688	685	388	514	617	770	796	876	825	727		607	716	503	339	R-230
433	369	326	462	310	330	018	056	388	315	274	464	308	442	528	581	576	583	594	256	456	520	517	365	631	491	443	607		649	482	339	R-240
588	553	429	603	342	368	126	156	567	457	415	638	406	597	721	795	786	810	816	336	491	636	561	465	672	599	575	716	649		640	472	R-250
451	423	320	417	267	267	189	187	474	343	357	471	318	482	541	618	646	637	660	280	359	507	374	340	482	434	391	503	482	640		516	R-260
351	313	170	312	119	179	329	262	472	253	358	279	181	408	402	530	623	514	602	149	213	352	168	254	341	308	269	339	339	472	516		R-270
267	273	185	237	152	188	161	131	327	220	264	246	141	278	297	371	417	383	417	150	208	341	200	240	312	269	247	320	294	378	391	492	R-281
319	293	194	291	203	210	157	130	358	240	289	296	192	344	386	453	507	449	500	161	256	344	231	263	289	316	364	377	405	477	477	586	R-282
399	462	287	377	270	288	102	103	410	311	315	410	280	424	497	555	578	552	585	240	365	476	387	405	539	457	433	556	498	594	492	529	R-290
515	430	336	469	261	316	154	148	477	349	360	468	314	491	574	660	689	653	695	295	425	473	460	427	605	514	472	617	579	652	524	472	R-311
477	412	336	473	277	329	116	124	473	354	393	477	319	503	557	643	691	650	695	278	450	479	493	439	637	519	453	634	618	635	501	453	R-312
539	459	367	515	295	353	145	148	519	385	413	517	346	547	618	711	754	711	759	312	479	520	523	473	678	565	504	684	656	702	558	504	R-320
274	184	183	237	136	156	100	096	253	179	255	241	177	275	256	322	380	351	380	112	225	259	240	185	309	238	204	294	332	314	280	274	R-333
532	441	361	501	284	344	150	151	511	377	417	505	342	540	577	692	745	700	749	300	470	511	509	457	661	547	487	663	650	683	549	501	R-340
369	410	348	348	233	295	053	075	368	315	295	385	228	384	432	466	482	499	501	320	409	452	519	497	555	469	400	614	453	486	358	234	R-410
153	186	176	119	094	119	013	033	143	132	128	179	118	167	190	183	175	206	191	122	158	321	205	178	196	180	141	225	170	205	183	137	R-420
086	113	143	073	103	099	-060	-009	051	069	063	130	095	081	076	090	071	116	089	077	124	330	209	113	143	112	078	162	133	127	100	031	R-430
138	203	155	108	129	131	013	023	151	136	110	181	128	166	179	176	176	209	192	122	167	304	172	189	191	169	156	220	192	225	216	212	R-440
234	244	240	229	144	197	044	061	231	192	207	242	143	256	256	287	309	322	322	218	295	334	355	331	373	295	227	401	317	297	233	152	A-410
-016	-063	015	-025	-008	003	003	012	-032	-026	-006	-006	025	-006	-039	-038	-036	-025	-033	-008	031	120	-005	-059	-043	-047	-068	-059	002	-041	014	021	A-420
064	010	066	000	042	039	-065	-019	-027	-006	004	033	038	000	-010	-020	-032	003	-020	017	045	227	098	015	026	004	-024	029	047	006	019	-023	A-430
063	101	096	038	074	076	-001	008	073	059	056	099	085	093	077	072	079	104	090	059	092	232	086	085	080	065	046	092	113	111	138	138	A-440
325	382	283	296	210	248	033	048	328	288	234	342	203	324	405	423	422	434	437	262	313	336	424	418	462	417	387	526	361	444	308	262	F-410
226	317	227	188	137	161	015	035	229	206	181	252	137	235	299	289	276	308	295	175	187	371	267	303	311	294	280	368	231	323	237	168	F-420
224	286	247	198	189	186	-022	017	200	201	160	282	177	222	285	288	263	308	286	173	241	410	359	278	333	300	264	380	263	334	232	134	F-430
176	255	178	148	152	154	029	027	192	175	138	218	138	199	235	235	232	262	249	152	198	310	212	246	253	233	223	292	227	283	248	239	F-440
008	038	051	033	-013	026	028	061	033	017	012	037	008	036	-017	002	015	040	024	026	030	075	015	016	-045	-016	-071	-022	-047	-030	011	-030	A-500
138	210	171	106	125	147	-036	014	146	154	106	171	121	132	168	144	120	181	145	108	132	194	197	188	172	156	137	215	126	152	100	-009	R-601
171	200	215	195	159	155	-077	-013	136	172	101	233	155	166	227	209	181	238	206	121	177	242	252	190	239	203	177	264	206	239	146	-006	R-602
097	058	080	101	050	055	022	044	079	063	088	108	091	080	073	096	094	123	107	015	053	094	048	020	031	031	008	034	044	077	055	022	R-603
161	203	156	165	093	124	065	086	222	159	155	170	112	196	218	227	228	244	239	106	133	201	188	156	176	167	135	207	144	210	160	118	R-604
202	215	195	206	104	152	027	061	201	180	143	211	133	193	240	248	250	274	265	095	153	222	206	166	208	184	146	228	192	244	191	103	R-605
139	195	207	136	118	140	-065	-000	130	173	081	179	123	134	137	175	150	198	171	106	146	203	241	186	216	180	155	244	163	186	121	-007	R-606
169	203	216	204	173	165	-080	-020	134	168	089	228	167	167	222	209	187	239	210	122	184	223	246	166	238	196	161	256	211	224	144	-016	R-607
072	049	092	097	050	060	-016	024	054	048	061	072	084	074	071	070	070	098	081	021	065	118	070	012	064	035	018	054	093	063	053	-013	R-608
163	211	144	177	088	120	050	059	187	174	152	170	108	175	173	211	222	238	234	099	136	198	167	147	179	166	127	198	149	206	162	112	R-609
228	202	202	229	116	138	016	062	190	179	142	210	145	208	239	251	256	281	272	114	179	226	254	150	237	186	148	244	234	249	190	077	R-610
-140	-030	029	-142	038	037	-221	-174	-162	-037	-209	-015	-019	-174	-105	-199	-291	-186	-262	-012	-048	-043	005	040	-039	-008	005	-001	-124	-136	-185	-338	F-701
-129	-073	-062	-167	-058	-029	-068	-065	-140	-056	-127	-096	-103	-160	-143	-185	-215	-191	-213	-065	-107	-105	-092	-321	-099	-066	-063	-084	-153	-170	-151	-143	F-702
-056	020	037	-050	045	068	-064	-057	-014	018	-074	015	007	-037	-001	-034	-062	-041	-056	021	-001	013	029	068	046	067	059	065	-015	-011	-031	-049	F-703
-119	-050	-103	-196	-107	-072	107	055	-023	-064	-032	-171	-117	-091	-134	-124	-099	-147	-118	-066	-157	-139	-159	-036	-148	-105	-098	-133	-186	-182	-100	072	F-704
-002	-021	-099	-076	-113	-079	243	153	089	-006	070	-083	-062	018	-024	046	098	014	071	-071	-113	-061	-156	-056	-115	-075	-080	-119	-137	-049	023	237	F-705
-088	-071	-091	-138	-144	-077	109	060	-027	-069	-010	-154	-113	-073	-137	-112	-085	-129	-102	-066	-146	-119	-112	-153	-141	-101	-095	-124	-153	-146	-125	-006	F-706
-007	033	-035	-098	-062	-029	158	094	062	005	050	-070	-038	008	-016	-003	014	-007	007	-007	-071	-044	-064	024	-063	-023	-009	-033	-094	-046	-024	094	F-707
-082	-058	014	-095	057	014	-203	-161	-160	-047	-164	-030	003	-129	-063	-122	-186	-144	-177	-013	-033	-044	-014	-009	-013	-011	-009	-015	-044	-095	-100	-215	F-708
-014	006	099	-036	099	086	-334	-259	-142	003	-102	062	065	-078	002	-072	-147	-079	-127	016	056	034	110	067	091	071	070	099	059	-020	-091	-271	F-709
-020	036	024	005	054	055	-031	-027	022	029	-017	035	020	012	034	028	013	015	014	013	012	044	035	072	047	072	051	068	016	032	-000	-005	F-710
-012	058	064	036	062	046	-038	-032	030	049	-007	054	012	025	050	041	026	035	030	032	030	076	060	082	068	085	064	089	035	055	025	004	F-711
-021	026	-019	014	045	018	016	-015	038	033	-028	076	046	008	024	035	007	031	016	-001	-009	046	001	034	-018	044	035	020	-046	027	-010	-023	F-712
128	080	-068	108	-021	-000	231	138	204	063	161	093	070	174	122	223	279	201	259	-002	008	072	-030	017	016	049	036	022	047	134	147	278	F-713
065	149	205	100	186	179	-299	-181	-007	107	-032	209	150	044	148	066	-022	094	018	109	154	171	230	202	224	200	201	261	166	152	003	-249	F-714
126	176	163	125	133	142	-099	-053	113	145	080	203	139	138	194	181	148	188	166	100	134	182	194	195	205	201	187	241	160	194	092	-022	F-715
030	074	128	015	099	078	-240	-149	-043	054	-001	103	097	023	059	015	-037	021	-017	038	075	105	136	099	114	103	089	133	086	045	-033	-173	F-716
181	243	188	157	138	146	-079	-034	156	177	128	232	151	189	242	231	205	246	225	114	152	217	203	216	238	226	212	273	186	236	140	036	F-717
602	560	428	593	351	386	145	162	583	455	434	623	407	608	726	809	818	816	839	348	510	642	568	519	716	625	593	750	684	943	663	558	C-001
612	581	468	605	378	413	130	151	596	476	452	650	419	633	753	836	844	839	865	386	555	671	669	652	831	743	671	894	717	892	674	519	C-002
600	592	483	592	390	403	105	133	581	475	433	667	427	627	774	851	821	833	847	383	545	672	740	725	852	794	701	952	656	817	595	438	C-003
548	449	372	518	299	349	155	162	531	385	443	523	360	564	616	720	786	727	787	292	478	529	519	448	668	550	485	666	665	699	563	520	C-004
483	417	244	429	162	204	407	346	594	346	447	388	254	549	546	714	868	693	830	194	275	403	263	312	408	384	322	423	368	584	581	810	C-005
614	543	396	580	310	353	267	254	645	450	495	584	387	648	715	846	927	845	923	319	474	601	506	481	670	587	529	691	649	850	726	714	C-006

continued on next page

Table V-4 (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83
	1		Grade	190	194	297	284	294	317	193	322	305	185	166	177	198	021	088	110	263	233	264	203	075	171	171	044	143	149
	2		Sex (1=M, 2=F)	-153	-118	-006	-048	-030	-042	-084	-057	111	062	125	090	055	-041	081	058	118	124	165	099	-019	186	245	020	024	081
1	3	R-101	Info I: Screening	215	191	313	328	324	356	132	341	449	190	147	194	278	-038	050	111	404	298	293	231	132	262	248	092	211	236
2	4	R-102	" Vocab I	371	441	526	636	619	684	323	670	435	159	076	155	273	-033	-024	062	387	251	259	210	012	115	177	099	208	226
3	5	R-103	" Literature	300	377	481	561	585	627	339	624	403	176	118	174	261	-019	021	088	349	260	276	217	011	118	207	110	182	204
4	6	R-104	" Music	272	352	445	493	518	554	278	545	387	172	121	186	252	-001	033	106	332	237	258	224	008	167	236	101	197	222
5	7	R-105	" Soc.Studies	339	412	502	604	605	660	303	644	445	146	065	138	281	-044	-029	051	394	243	240	189	004	098	158	073	186	203
6	8	R-106	" Math	352	452	505	628	732	749	474	760	437	159	095	137	312	014	016	066	339	204	224	176	-022	070	147	070	162	208
7	9	R-107	" Phys. Sci	343	439	459	541	555	600	308	595	335	102	011	108	224	-035	-056	044	282	176	149	152	-006	014	087	049	138	161
8	10	R-108	" Bio. Sci	302	387	433	509	503	552	281	549	315	105	017	120	182	-048	-059	047	301	192	174	166	-004	057	123	060	158	166
9	11	R-109	" Sci Attitude	306	353	459	533	496	560	256	547	392	135	067	146	237	-048	-023	049	361	233	232	204	-022	131	180	059	166	196
10	12	R-110	" Aero & Space	277	339	325	385	375	415	244	416	153	055	-030	065	084	-027	-070	017	152	102	070	094	-017	-031	-001	042	094	108
11	13	R-111	" Elec & Electron	288	381	318	397	380	424	247	427	188	061	-020	054	121	-025	-057	016	163	109	070	083	005	-028	-000	031	084	125
12	14	R-112	" Mechanical	336	376	325	407	361	417	207	411	201	061	-045	070	117	-024	-083	022	192	108	059	105	030	-006	-031	036	132	109
13	15	R-113	" Farming	292	341	378	469	429	488	188	473	355	090	-021	092	223	-056	-089	030	317	179	135	139	041	097	114	055	190	176
14	16	R-114	" Home Ec	161	226	318	350	333	372	113	351	354	149	117	180	214	-036	035	105	326	240	245	211	009	219	283	068	165	225
15	17	R-115	" Sports	316	302	375	463	454	500	266	496	360	136	046	117	249	004	-021	062	289	183	169	145	057	122	061	075	230	157
	18	R-131	Info II:Art	304	368	459	497	503	547	276	540	386	180	111	198	243	-019	018	110	344	265	264	240	028	149	228	099	183	221
	19	R-132	" Law	271	330	379	488	475	525	265	519	319	120	049	116	201	-035	-022	043	283	200	181	158	002	065	105	072	129	159
	20	R-133	" Health	251	308	432	490	499	540	242	527	433	167	100	179	266	-050	001	090	392	279	268	227	026	180	234	065	209	234
	21	R-134	" Engineering	292	339	339	402	383	428	205	420	286	112	035	120	183	-023	-019	063	250	178	139	150	039	080	079	049	175	162
	22	R-135	" Architecture	217	269	308	373	374	408	220	405	274	110	075	121	188	002	015	070	224	149	171	144	024	080	121	064	103	135
	23	R-136	" Journalism	223	268	354	442	440	481	216	469	331	123	078	119	214	-027	002	050	286	196	209	155	011	119	180	076	156	187
	24	R-137	" Foreign Travel	270	312	375	437	439	479	244	473	289	134	064	128	188	004	-008	063	249	180	193	162	008	051	113	072	126	137
	25	R-138	" Military	196	217	249	333	346	371	207	369	203	083	032	076	148	014	-015	043	154	100	121	090	033	044	075	086	113	134
	26	R-139	" Acct,Bus,Sales	267	319	399	515	477	539	274	532	369	153	086	138	234	-016	004	063	325	226	224	176	008	138	171	097	161	202
	27	R-140	" Pract.Knowl.	273	293	402	430	412	459	184	441	410	186	113	203	244	-063	010	101	382	317	286	255	038	210	200	058	203	215
	28	R-141	" Clerical	185	194	287	336	336	367	183	361	348	176	143	155	240	015	066	096	283	227	247	178	051	171	215	080	156	195
	29	R-142	" Bible	237	291	377	469	473	515	237	501	348	119	073	108	229	-025	000	038	296	188	198	148	033	106	195	101	165	206
	30	R-143	" Colors	152	203	270	261	277	295	136	284	233	094	103	129	144	-008	042	074	210	137	189	152	-013	125	159	050	093	104
	31	R-144	" Etiquette	188	210	288	316	329	353	156	344	295	119	099	131	197	003	039	076	240	161	186	154	026	147	155	055	124	152
	32	R-145	" Hunting	161	157	102	154	116	145	106	150	053	013	-060	013	044	003	-065	-001	033	015	-022	029	028	-036	-077	022	065	027
	33	R-146	" Fishing	131	130	103	148	124	148	096	151	075	033	-009	023	061	012	-019	008	048	035	017	027	061	014	-013	044	086	061
	34	R-147	" Outdr Act(Other)	327	358	410	477	473	519	253	511	368	143	051	151	231	-032	-027	073	328	229	200	192	033	146	136	079	222	201
	35	R-148	" Photography	220	240	311	349	354	385	179	377	315	132	069	136	192	-026	-006	059	288	206	201	175	017	154	172	063	159	180
	36	R-149	" Games	264	289	315	360	393	413	255	417	295	128	063	110	207	-006	004	056	234	181	160	138	017	106	101	088	155	143
	37	R-150	" Theater,ballet	246	296	410	468	477	517	241	505	385	179	130	181	242	-006	033	099	342	252	282	218	037	171	233	108	170	211
	38	R-151	" Foods	141	192	280	314	319	346	177	342	228	118	095	128	143	025	038	085	203	137	177	138	008	121	155	091	112	133
	39	R-152	" Miscellaneous	278	344	424	491	509	547	275	540	384	167	081	166	256	-006	000	073	324	235	222	199	036	132	166	080	146	193
	40	R-162	" Vocabulary II	299	386	497	574	559	618	256	597	432	190	096	179	256	-039	-010	077	405	299	285	235	-017	168	227	073	218	240
	41	R-172	Vocab Tot. (I & II)	371	453	555	660	643	711	322	692	466	183	090	176	287	-038	-020	072	423	289	288	235	002	144	209	096	227	248
16	42	R-190	Info I Total	417	507	578	689	691	754	380	745	482	175	071	176	309	-036	-032	079	422	276	263	232	015	120	181	094	228	250
	43	R-192	Info II Total	383	449	552	653	650	711	351	700	499	206	116	209	322	-025	003	104	434	308	308	262	040	181	238	123	244	274
	44	R-100	Info Total (I & II)	417	500	585	695	695	759	380	749	501	191	089	192	322	-033	-020	090	437	295	286	249	024	145	206	107	239	265
17	45	R-211	Memory for Sentences	150	161	240	295	278	312	112	300	320	122	077	122	218	-008	017	059	262	175	173	152	026	108	121	015	106	095
18	46	R-212	Memory for Words	208	256	365	425	450	479	225	470	409	158	124	167	295	031	045	092	313	187	241	198	030	132	177	053	133	153
19	47	R-220	Disguised Words	341	344	476	473	479	520	257	511	452	321	330	304	334	120	227	232	336	321	410	310	075	194	242	094	201	222
20	48	R-231	English:Spelling	200	231	387	460	493	523	240	509	519	205	209	172	355	-005	098	086	424	287	359	212	015	197	252	048	188	206
21	49	R-232	" Capitalization	240	263	405	427	439	473	185	457	497	178	113	189	331	-059	015	085	418	303	278	246	016	188	190	020	156	166
22	50	R-233	" Punctuation	312	399	539	665	632	678	309	661	555	196	143	191	373	-043	026	080	462	311	333	253	-045	172	239	031	176	208
23	51	R-234	" Usage	269	316	457	514	519	565	239	547	469	180	112	169	295	-047	004	065	417	294	300	233	-016	156	203	031	167	184
24	52	R-235	" Eff. Exp.	247	304	433	472	453	504	204	437	400	141	078	156	227	-088	-024	046	387	280	264	223	-071	137	177	008	135	146
25	53	R-230	" Total	320	377	556	617	634	684	294	663	614	225	162	220	401	-059	029	092	526	368	380	292	-022	215	264	034	207	228
26	54	R-240	Word Functions	294	405	498	579	618	656	332	650	453	170	133	192	317	002	047	113	361	231	263	227	-047	126	206	044	144	192
27	55	R-250	Reading Comprehension	378	477	594	652	635	702	314	683	486	205	127	225	297	-041	006	111	444	323	334	283	-030	152	239	077	210	244
28	56	B-260	Creativity	391	477	492	524	501	558	280	549	358	183	100	216	233	014	019	138	308	237	232	248	011	100	146	055	160	191
29	57	R-270	Mechanical Reasoning	492	586	529	472	453	504	274	501	234	137	031	212	152	021	-023	138	202	168	134	239	-030	-009	-006	022	118	103
30	58	R-281	Vis. in 2 Dimens		490	438	353	359	389	200	384	301	219	165	301	219	065	108	236	230	236	217	309	044	058	047	027	116	122
31	59	R-282	Vis. in 3 Dimens	490		550	452	457	447	244	470	262	155	076	262	153	-003	008	172	249	217	191	293	-070	-005	046	007	090	113
32	60	R-290	Abstract Reasoning	438	550		530	534	581	262	566	389	191	109	273	225	-037	009	150	372	299	278	330	-085	079	121	005	136	144
33	61	R-311	Math I	353	452	530		672	893	349	859	494	156	061	133	333	-021	-027	037	411	235	223	188	-052	100	144	053	152	181
34	62	R-312	Math II	359	457	534	672		933	444	915	540	175	093	157	383	-008	003	069	424	248	248	209	-034	103	160	041	166	201
35	63	R-320	Math I & II	389	437	581	893	933		439	972	568	182	086	160	394	-015	-011	060	457	265	259	218	-045	111	167	051	175	210
36	64	R-333	Math III	210	244	262	349	444	439		610	251	103	103	099	212	058	069	080	152	084	132	099	-013	030	074	036	072	115
37	65	R-340	Math Total(I+II+III)	384	490	566	859	915	972	610		552	182	099	163	391	000	006	012	432	249	257	214	-042	105	165	053	169	210
42	66	R-410	Arith Computation	301	262	389	494	540	568	251	552		325	269	271	813	121	175	202	646	327	357	286	153	257	237	072	237	238
43	67	R-420	Table Reading	219	155	191	156	175	182	103	182	325		475	458	309	685	423	447	152	693	384	387	229	155	138	068	148	155
44	68	R-430	Clerical Checking	165	076	107	061	093	086	103	099	269	475		448	310	397	942	474	055	259	696	343	242	164	147	081	127	156
45	69	R-440	Object Inspection	301	262	273	133	157	160	099	163	271	458	448		246	264	391	884	142	367	376	916	179	157	122	059	133	133
46	70	A-410	Arith Computation	219	153	225	333	383	394	212	391	813	309	310	246		297	292	277	082	131	217	181	228	204	188	103	188	204
47	71	A-420	Table Reading	065	-003	-037	-021	-008	-015	059	000	121	685	397	264	297		453	415	-182	-050	107	089	278	072	054	098	065	083
48	72	A-430	Clerical Checking	108	008	009	-027	003	-011	069	006	175	423	942	371	292	453		473	-082	132	415	250	279	128	108	095	095	125
49	73	A-440	Object Inspection	236	172	150	037	069	060	080	072	202	447	474	884	277	415	473		-015	203	275	670	251	139	104	087	119	116
38	74	F-410	Arith Computation	230	249	372	411	424	457	152	432	646	152	055	142	082	-182	-082	-015		388	327	254	-037	171	158	-012	158	140
39	75	F-420	Table Reading	236	217	259	235	240	265	084	249	327	693	259	367	131	-050	132	203	388		422	444	038	141	135	-003	140	131
40	76	F-430	Clerical Checking	217	191	278	223	248	259	132	257	357	384	696	376	217	107	415	275	327	422		397	059	171	168	017	142	156
41	77	F-440	Object Inspection	309	293	330	168	209	218	099	214	286	387	343	916	181	089	250	670	254	444	397		086	144	113	020	126	123
50	78	A-500	Preferences	044	-070	-085	-052	-034	-045	-013	-042	153	229	242	179	228	278	279	251	-037	038	059	086		184	137	242	142	154
51	79	R-601	SAI: Sociability	058	-005	079	100	103	111	030	105	257	155	164	157	204	072	128	139	171	141	171	144	184		551	276	536	463
52	80	R-602	" Soc.Sensitivity	047	046	121	144	160	167	074	165	237	138	147	122	188	054	108	104	158	135	168	113	137	551		253	475	602
53	81	R-603	" Impulsiveness	027	007	065	053	041	051	036	053	072	068	081	059	103	098	095	037	-012	-003	017	020	242	276	253		266	173
54	82	R-604	" Vigor	116	090	136	152	166	175	072	169	237	148	127	133	188	065	095	119	158	140	142	126	142	536	475	266		458
55	83	R-605	" Calmness	122	113	144	181	201	210	115	210	238	155	156	133	204	083	125	116	140	131	156	123	154	463	602	173	458	
56	84	R-606	" Tidiness	056	033	101	124	141	145	046	137	258	149	178	147	210	060	137	124	167	146	190	140	146	456	568	146	438	546
57	85	R-607	" Culture	050	035	118	144	173	175	084	172	243	140	167	122	193	059	129	105	162	133	175	114	156	493	640	223	461	555
58	86	R-608	" Leadership	008	-000	017	055	081	076	061	082	118	106	140	070	149	128	144	092	006	017	069	037	169	360	409	290	401	384
59	87	R-609	" Self-Confidence	105	091	118	150	172	177	081	172	198	119	128	112	155	039	094	090	135	124	146	110	111	393	311	130	313	428
60	88	R-610	" Mature Personality	089	095	135	204	242	246	127	245	287	144	166	121	241	069	133	108	174	129	166	107	161	441	615	217	521	612
	89	F-701	Int Inv: Phys Sci	-159	-225	-144	-204	-242	-246	-200	-258	-047	-006	016	017	-065	-037	008	005	006	028	029	024	-014	070	028	-030	-099	-081
	90	F-702	" Biol Sci & Med	-063	-102	-104	-132	-179	-173	-143	-181	-071	-038	-055	-032	-074	-022	-045	-035	-025	-031	-052	-022	-037	-064	-133	-063	-166	-149
	91	F-703	" Pub Serv.	-002	-017	018	-035	-057	-052	-064	-057	002	004	-025	021	-035	-030	-039	007	048	035	017	037	-049	-053	-047	-052	-068	-068
	92	F-704	" Lit-Ling.	018	-018	-054	-095	-125	-122	-078	-123	-075	-024	-069	-017	-080	-012	-054	-017	-023	-021	-070	-011	-034	-117	-222	-109	-116	-144
	93	F-705	" Soc.Serv.	098	076	013	008	-032	-016	003	-012	-098	-056	-117	-053	-091	-013	-098	-047	-048	-064	-107	-043	-037	-208	-277	-004	-113	-161
	94	F-706	" Artistic	-040	-130	-124	-077	-090	-092	-048	-030	-044	-026	-048	-089	-041	-001	-030	-073	-020	-035	-067	-084	-021	-079	-181	-073	-073	-115
	95	F-707	" Musical	033	-006	006	017	-026	-008	-024	-010	014	017	-027	-015	-013	-008	-028	-018	042	032	-012	-006	003	-031	-148	-044	-039	-081
	96	F-708	" Sports	-132	-096	-092	-106	-113	-120	-087	-124	-091	-039	-017	-029	-032	-031	-015	-029	-035	-027	-016	-023	-079	-113	-019	-079	-240	-088
	97	F-709	" Outdr Rec.	-117	-109	-055	-051	-032	-044	-047	-046	044	024	065	012	016	-008	046	008	055	040	078	016	-050	053	086	-052	-113	000
	98	F-710	" Bus.-Mgmt.	014	008	029	-004	005	001	-013	-001	005	-003	-023	012	-023	-034	-035	-006	040	030	013	026	-048	-114	-068	-055	-077	-067
	99	F-711	" Sales	037	015	037	009	015	014	-008	009	036	027	-000	037	005	-015	-019	011	055	052	040	053	-028	-028	005	-046	-017	-003
	100	F-712	" Computation	-031	-057	-018	-072	-086	-087	-054	-087	-089	-044	-049	-011	-102	-056	-055	-028	-017	-006	-014	008	-034	-040	-043	017	-051	-080
	101	F-713	" Office Work	120	123	101	131	140	149	107	155	-009	-026	-066	-016	-025	-015	-070	-030	018	-020	-028	003	-018	-103	-089	028	015	-014
	102	F-714	" Mech-Tech	-060	-078	063	028	070	056	-011	049	158	089	117	117	079	-033	062	068	168	155	186	137	-020	159	199	004	026	081
	103	F-715	" Skilled Trades	030	026	115	109	143	140	054	137	158	077	063	093	078	-035	012	042	170	141	146	123	-027	078	113	-017	035	073
	104	F-716	" Farming	-058	-072	-004	-002	039	023	005	024	098	073	113	060	057	014	082	045	090	086	132	064	001	107	105	-009	-048	047
	105	F-717	" Labor	074	072	161	142	177	176	069	170	197	098	097	135	099	-036	037	075	209	171	185	165	-018	142	154	-004	085	125
	106	C-001	Composite: I.Q.Comp.	444	562	782	802	709	820	354	775	532	219	124	249	329	-041	-001	120	480	341	339	314	-056	141	217	061	205	236
	107	C-002	" Gen.Acad.Apt.	423	524	679	800	819	886	401	863	619	233	142	234	405	-039	011	106	530	359	364	304	-035	175	247	061	223	257
	108	C-003	" Verbal	365	439	604	686	698	757	342	737	604	230	153	225	390	-053	018	096	524	368	379	296	-012	202	269	069	230	254
	109	C-004	" Quantitative	394	501	576	820	927	961	622	979	550	185	105	164	392	005	011	075	428	249	260	214	-038	100	166	058	175	219
	110	C-005	" Technical	435	534	503	564	545	605	323	602	298	111	-006	136	186	-025	-070	064	267	178	135	179	-004	-003	030	047	150	158
**	111	C-006	" Sci. Apt.	484	606	707	808	791	872	461	866	511	198	086	216	332	-023	-021	105	440	295	281	275	-034	093	159	063	201	232

continued on next page

Table V-4 (continued)

Tidiness 84	Culture 85	Leadership 86	Self-Confidence 87	Mature Personality 88	Phys Sci. 89	Biol Sci & Med 90	Pub Serv. 91	Lit-Lang. 92	Soc. Service 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus.-Mgmt 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q. Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci. Apt. 111	MEAN	S.D.	Code
145	150	003	130	143	015	-042	037	-007	-017	-019	029	-011	029	037	047	041	051	129	145	069	189	375	408	432	327	251	358	10.2952	.9701	
191	252	037	038	079	460	118	238	-170	-444	-202	-191	354	483	164	171	079	-413	616	276	329	221	029	073	127	-074	-455	-180	1.5220	.4995	
244	241	043	208	222	059	-006	073	-001	-030	-016	063	-028	032	069	090	069	040	180	194	099	233	449	494	534	345	341	432	11.2461	1.4966	R-101
144	179	062	198	231	-227	-188	-048	-105	074	-086	004	-141	-105	022	031	038	254	013	154	-011	199	767	791	801	699	729	826	11.1391	4.2607	R-102
144	210	083	178	223	-164	-185	-064	-189	-002	-157	-053	-106	-039	012	026	052	210	118	183	047	228	718	740	785	659	571	732	11.0167	4.4717	R-103
194	268	125	191	238	-099	-169	-017	-189	-070	-169	-171	-054	044	031	046	035	115	172	196	088	233	636	666	673	578	474	637	5.6709	2.9343	R-104
129	161	062	182	223	-244	-184	-099	-123	064	-078	017	-171	-113	-015	006	-004	247	009	141	-015	191	733	746	729	674	682	782	12.8769	5.4427	R-105
122	164	104	187	249	-324	-235	-094	-145	007	-099	-048	-149	-070	-022	-010	-077	205	-004	115	016	161	689	757	671	858	639	799	7.5530	4.3302	R-106
072	097	033	141	176	-332	-217	-066	-058	128	-054	020	-168	-166	015	003	-021	267	-095	085	-055	126	621	635	593	629	833	777	7.7644	3.8970	R-107
087	124	025	146	171	-254	-223	-044	-086	081	-100	002	-149	-163	019	031	027	229	-041	088	-074	137	615	621	599	571	722	716	5.5207	2.4652	R-108
123	159	046	165	176	-104	-101	014	-083	009	-079	021	-071	-027	040	054	032	148	100	164	025	203	644	652	631	558	508	644	5.4597	2.0551	R-109
-004	-007	012	119	100	-355	-169	-087	013	243	017	064	-211	-247	-007	-000	-003	312	-212	029	-113	067	447	432	397	449	760	622	3.4589	2.2241	R-110
022	002	-010	131	120	-363	-143	-067	065	236	051	089	-151	-220	-004	-007	-031	289	-261	007	-100	058	422	423	380	459	832	641	6.6684	3.7568	R-111
-008	-021	-025	127	097	-330	-118	-070	113	313	083	143	-231	-326	-016	-015	-000	332	-332	-048	-212	005	436	426	391	431	826	638	8.9074	3.8516	R-112
089	122	016	147	161	-140	-094	009	-023	093	-036	048	-146	-181	031	039	042	178	-049	065	-157	080	553	563	550	479	596	617	6.9311	2.6372	R-113
244	286	063	157	210	172	-029	141	-118	-236	-169	-080	137	211	108	117	035	-154	362	227	155	226	460	498	520	349	172	378	9.7002	3.7930	R-114
065	056	085	148	148	-279	-156	-137	-031	155	041	102	-357	-229	-080	-064	-044	276	-145	026	-102	081	520	529	503	521	603	614	6.1444	3.0423	R-115
176	222	081	179	218	-113	-154	-018	-159	-019	-175	-039	-078	-009	029	044	052	156	145	194	064	242	668	683	697	563	508	660	5.6753	2.6160	R-131
075	112	041	150	162	-193	-132	-072	-087	074	-037	032	-130	-099	-012	-002	002	193	-009	106	-020	151	578	590	574	536	545	625	4.1094	1.7805	R-132
216	226	056	185	231	-053	-137	044	-103	-052	-109	-014	-035	030	063	066	033	078	178	200	079	235	634	668	679	542	474	624	5.3976	2.1644	R-133
091	089	031	146	161	-206	-139	-038	-006	118	-038	039	-165	-180	-007	006	001	183	-097	052	-092	090	471	475	453	437	572	560	2.6162	1.3348	R-134
115	149	055	121	156	-114	-116	-039	-114	-006	-116	-032	-075	-030	-013	-005	013	106	052	091	025	127	456	474	473	427	376	475	2.4052	1.2986	R-135
136	176	086	143	187	-116	-143	-053	-149	-031	-111	-026	-090	004	-014	003	-002	113	093	129	052	168	551	570	574	488	426	553	1.5021	.9821	R-136
076	098	043	132	149	-182	-138	-060	-079	085	-075	022	-131	-107	012	016	050	239	007	122	-017	161	554	560	557	499	540	601	2.3079	1.3363	R-137
058	069	079	114	136	-210	-145	-102	-080	073	-025	019	-164	-121	-048	-027	-008	184	-055	044	-047	087	396	400	384	393	434	459	1.9844	1.3428	R-138
139	169	072	163	228	-140	-129	-056	-119	-002	-088	-007	-082	-014	-020	-012	-021	128	065	126	030	181	602	612	600	548	483	614	4.0184	1.9106	R-139
195	203	049	211	202	-030	-073	020	-050	-021	-071	033	-058	006	036	058	026	080	149	176	074	243	560	581	592	449	417	543	2.8443	1.0388	R-140
207	216	092	144	202	027	-062	037	-103	-099	-091	-035	014	099	024	064	-019	-068	205	163	128	188	428	468	483	372	244	396	1.5251	.9056	R-141
136	204	097	177	229	-142	-167	-050	-196	-076	-138	-098	-095	-036	005	036	014	108	100	125	015	157	593	605	592	518	429	580	6.5137	3.2827	R-142
118	173	050	088	116	038	-058	045	-107	-113	-144	-062	057	099	054	062	045	-021	186	133	099	138	351	378	390	299	162	310	1.2962	.9173	R-143
140	165	060	120	138	037	-029	068	-072	-079	-077	-029	014	086	055	046	018	-000	179	142	078	146	386	413	403	349	204	353	.9249	.7289	R-144
-065	-080	-016	050	016	-221	-068	-064	107	243	109	158	-203	-334	-031	-038	016	231	-299	-099	-240	-079	145	130	105	155	407	267	1.5179	1.1802	R-145
-000	-020	024	059	062	-174	-065	-057	055	153	060	094	-161	-259	-027	-032	-015	138	-181	-053	-149	-034	162	151	133	162	346	254	1.2690	1.1085	R-146
130	134	054	187	190	-162	-140	-014	-023	089	-027	062	-160	-142	022	030	038	204	-007	113	-043	156	583	596	581	531	594	645	4.2690	1.9808	R-147
173	168	048	174	179	-037	-056	018	-064	-006	-069	005	-047	003	029	049	033	063	107	145	054	177	455	476	475	385	346	450	1.1776	.7309	R-148
081	089	061	152	142	-209	-127	-074	-032	070	-010	050	-164	-102	-017	-007	-028	161	-032	080	-001	128	434	452	433	443	447	495	2.1246	1.1519	R-149
179	228	072	170	210	-015	-096	015	-171	-083	-154	-070	-030	062	035	054	076	093	209	203	103	232	623	650	667	523	388	584	3.8116	1.7789	R-150
123	167	084	108	145	-019	-103	007	-117	-062	-113	-038	003	065	020	012	046	070	150	139	097	151	407	419	427	360	254	387	1.1747	.9976	R-151
134	167	074	175	208	-174	-160	-037	-091	018	-073	008	-129	-078	012	025	008	174	044	138	023	189	608	633	627	564	549	648	4.3562	1.8384	R-152
197	222	071	193	239	-105	-143	-001	-134	-024	-137	-016	-063	002	034	050	024	122	148	194	059	242	726	753	774	616	546	715	5.3350	2.3413	R-162
175	209	070	211	251	-199	-185	-034	-124	046	-112	-003	-122	-072	028	041	035	223	066	181	015	231	809	836	851	720	714	846	16.4741	6.1393	R-172
150	187	070	222	256	-291	-215	-062	-099	098	-085	014	-186	-147	013	026	007	279	-022	148	-037	205	818	844	821	786	868	927	120.0078	37.2056	R-190
198	234	098	238	281	-186	-171	-041	-147	014	-129	-067	-144	-079	015	035	031	201	094	188	021	246	816	839	833	727	693	845	62.8100	20.5790	R-192
171	210	061	234	272	-262	-213	-056	-118	071	-102	007	-177	-127	014	030	016	259	018	166	-017	225	839	865	847	787	830	923	182.8200	56.2810	R-100
106	122	021	099	114	-012	-065	021	-066	-071	-066	-007	-013	016	013	032	-001	-002	109	100	038	114	348	386	383	292	194	319	8.9835	3.1557	R-211
146	184	065	136	179	-048	-107	-001	-157	-113	-146	-071	-033	056	012	030	-009	008	154	134	075	152	510	555	545	478	275	474	10.9767	5.3702	R-212
203	223	118	198	226	-043	-105	013	-139	-061	-119	-044	-044	034	044	076	046	072	171	182	105	217	642	671	672	529	403	601	13.7846	6.9317	R-220
241	246	090	167	254	005	-092	029	-159	-156	-112	-064	-014	110	035	060	001	-030	230	184	136	203	568	689	740	519	263	506	8.6325	3.1357	R-231
186	186	012	147	150	040	-021	068	-036	-056	-053	024	-009	067	070	082	034	017	202	195	099	216	519	652	725	448	312	481	28.5416	5.0096	R-232
216	238	064	179	237	-032	-098	046	-148	-115	-141	-063	-013	091	047	068	-018	016	224	205	114	238	716	831	852	668	408	670	16.7016	4.8398	R-233
180	196	035	166	186	-008	-066	067	-105	-075	-101	-023	-011	071	077	085	044	049	200	201	103	226	625	743	794	550	384	587	15.9163	3.6676	R-234
155	161	018	127	148	005	-063	059	-078	-080	-095	-009	-009	070	051	064	035	036	201	187	089	212	593	671	701	485	322	529	8.0561	2.5437	R-235
244	256	054	198	244	-001	-084	065	-133	-119	-124	-033	-015	099	068	089	020	022	261	241	133	273	750	894	952	666	423	691	77.8500	15.5330	R-230
163	211	093	149	234	-124	-153	-015	-186	-137	-153	-094	-044	059	016	035	-046	047	166	160	086	186	684	717	656	665	388	649	9.4035	5.3668	R-240
186	224	063	206	249	-136	-170	-011	-182	-049	-146	-046	-095	-020	032	055	027	134	152	194	045	236	943	892	817	699	584	850	27.1529	11.2373	R-250
121	144	053	162	190	-185	-151	-011	-100	023	-125	-024	-100	-091	-009	025	-010	147	003	092	-033	140	663	674	595	563	581	726	7.8746	3.8720	R-260
-007	-016	-013	112	077	-339	-143	-049	072	237	-006	094	-215	-271	-005	064	-023	278	-249	-022	-173	036	558	517	438	520	810	714	9.7924	4.2532	R-270
056	050	008	105	089	-157	-063	-002	018	098	-040	033	-132	-117	014	037	-031	120	-060	030	-058	074	444	423	365	394	435	484	12.0560	5.8567	R-281
033	035	-000	091	095	-225	-102	-017	-018	076	-130	-006	-096	-109	008	015	-057	123	-078	026	-072	072	562	524	439	501	534	606	7.9864	3.2177	R-282
101	118	017	118	135	-144	-104	018	-054	013	-124	006	-092	-055	029	037	-018	101	063	115	-004	161	782	679	604	576	503	707	8.3279	3.1884	R-290
124	144	055	150	204	-204	-132	-035	-095	008	-077	017	-106	-051	-004	009	-077	131	028	109	-002	142	802	800	686	820	564	808	7.6185	3.5441	R-311
141	173	081	172	242	-242	-179	-057	-125	-032	-090	-026	-113	-032	005	015	-086	140	070	143	039	177	709	819	698	927	545	791	9.7129	4.4441	R-312
145	175	076	177	246	-246	-173	-052	-122	-016	-092	-008	-120	-044	001	014	-087	149	056	140	023	176	820	886	757	961	605	812	17.3309	7.3124	R-320
046	084	061	081	127	-200	-143	-064	-078	003	-048	-024	-089	-042	-013	-008	-054	107	-011	054	005	069	354	401	342	622	323	461	2.7088	1.8855	R-333
137	172	082	172	245	-258	-181	-057	-173	-012	-090	-010	-124	-046	-001	009	-087	155	049	137	024	170	795	863	737	979	602	866	20.0400	8.3519	R-340
258	243	118	198	287	-047	-071	002	-075	-098	-044	014	-091	044	005	036	-089	-009	158	158	098	197	532	619	664	550	298	511	35.7760	10.5751	R-410
149	140	106	119	144	-006	-038	004	-024	-056	-026	017	-039	024	-003	027	-044	-026	089	077	073	098	219	233	230	185	111	198	11.5025	7.8565	R-420
178	167	140	128	166	016	-055	-025	-069	-117	-048	-027	-017	065	-023	-009	-049	-066	117	063	113	097	124	142	153	105	-006	086	36.1859	14.9614	R-430
147	122	070	112	121	017	-032	021	-017	-053	-089	-015	-029	012	012	037	-011	-016	117	093	060	135	249	234	225	164	136	216	22.1702	7.4358	R-440
210	193	149	155	241	-065	-074	-035	-080	-091	-041	-013	-092	016	-023	005	-102	-025	079	078	059	099	329	405	390	392	186	332	39.6007	10.8041	A-410
060	059	128	039	069	-037	-022	-030	-012	-013	-001	-008	-031	-008	-034	-015	-056	-015	-033	-035	014	-036	-041	-039	-053	005	-025	-023	15.4971	11.3482	A-420
137	129	144	094	133	008	-045	-039	-054	-098	-030	-028	-015	046	-035	-019	-055	-070	062	012	082	037	-001	011	018	011	-070	-021	40.8737	15.7571	A-430
124	105	092	090	108	005	-035	002	-017	-047	-073	-018	-029	008	-006	011	-028	-030	068	042	045	075	120	106	096	075	064	105	23.9453	7.6116	A-440
167	162	006	135	174	006	-025	048	-023	-048	-020	042	-035	055	040	055	-017	018	168	170	090	209	480	530	524	428	267	440	24.2900	24.6864	F-410
146	133	019	124	129	028	-031	035	-021	-064	-035	032	-022	040	030	052	-006	-020	155	141	086	171	341	359	368	249	178	295	7.5005	11.4559	F-420
190	175	069	146	166	029	-052	017	-070	-107	-067	-012	-016	078	013	040	-014	-028	186	146	132	185	339	364	379	260	135	281	22.1002	22.0511	F-430
140	114	037	110	107	024	-022	037	-011	-043	-084	-006	-023	016	026	053	008	003	137	123	064	165	314	304	296	214	179	275	20.2869	8.7798	F-440
146	156	169	111	161	-014	-037	-049	-034	-037	-021	003	-079	-050	-048	-028	-034	-018	-020	-027	001	-018	-056	-035	-012	-038	-004	-034	58.1161	25.1711	A-500
456	493	360	393	441	070	-064	-053	-117	-208	-079	-031	-113	053	-114	-028	-040	-103	159	078	109	142	141	175	202	100	-003	093	6.3910	2.7827	R-601
568	640	409	311	615	028	-133	-047	-222	-277	-181	-148	-019	086	-068	005	-043	-089	199	113	105	154	217	247	269	166	030	159	4.3262	2.3500	R-602
146	223	240	130	217	-030	-063	-052	-109	-004	-073	-044	-079	-052	-055	-046	017	028	004	-017	-009	-004	061	061	069	058	047	063	1.8893	1.6184	R-603
438	461	401	313	521	-099	-166	-068	-116	-113	-073	-039	-240	-113	-077	-017	-051	015	026	035	-048	085	205	223	230	175	150	201	3.5128	2.1100	R-604
546	555	384	428	612	-081	-149	-068	-144	-161	-115	-081	-088	000	-067	-003	-080	-014	081	073	047	125	236	257	254	219	158	232	3.8597	2.4630	R-605
	619	339	296	634	040	-089	-011	-119	-201	-107	-083	005	101	-044	012	-071	-093	192	126	130	170	173	213	235	140	031	132	5.3385	2.7634	R-606
619		405	332	614	003	-172	-068	-256	-285	-232	-213	-027	097	-067	-000	-060	-076	210	116	112	177	206	243	264	179	032	158	4.9191	2.3476	R-607
339	405		288	467	-118	-184	-170	-220	-182	-133	-134	-119	-027	-158	-087	-114	-025	019	-027	021	021	057	074	070	091	002	054	1.2327	1.3108	R-608
296	332	288		396	-051	-109	-059	-100	-088	-060	-043	-083	-019	-044	021	-010	048	069	087	065	139	197	220	220	185	160	204	4.8461	2.4216	R-609
634	614	467	396		-129	-207	-116	-200	-208	-122	-111	-093	-001	-097	-019	-129	-029	066	062	028	106	241	277	269	257	151	242	10.3989	5.1285	R-610
040	003	-118	-051	-129		683	505	406	145	314	233	531	471	463	403	531	-023	651	487	390	334	-176	-160	-083	-290	-412	-319	54.9823	13.5431	F-701
-089	-172	-184	-109	-207	683		441	500	377	383	326	405	300	385	311	368	043	329	315	240	177	-167	-168	-139	-207	-205	-213	26.1191	7.3214	F-702
-011	-068	-170	-059	-116	505	441		537	304	343	271	432	311	658	522	455	-140	392	465	274	289	-010	-003	022	-072	-078	-056	38.8692	12.2943	F-703
-119	-256	-220	-100	-200	406	500	537		607	665	601	372	164	587	494	439	344	161	414	218	262	-150	-159	-156	-136	035	-095	51.1114	12.6621	F-704
-201	-285	-182	-088	-208	145	377	304	607		454	433	158	-068	427	332	414	526	-039	276	073	204	-024	-057	-067	-011	263	085	36.0807	7.1770	F-705
-107	-232	-133	-060	-122	314	383	343	665	454		540	257	139	428	353	309	245	142	365	204	209	-144	-138	-141	-097	004	-095	22.3018	6.4214	F-706
-083	-213	-134	-043	-111	233	326	271	601	433	540		171	062	310	247	266	265	074	250	121	174	-022	-032	-033	-024	092	016	17.0941	5.2638	F-707
005	-027	-119	-083	-093	531	405	432	372	158	257	171		616	461	357	319	026	510	460	491	348	-111	-094	-062	-137	-235	-178	22.8822	7.4490	F-708
101	097	-027	-019	-001	471	300	311	164	-068	139	062	616		334	284	188	-106	583	451	645	372	-041	001	039	-055	-293	-147	9.0123	3.5738	F-709
-044	-067	-158	-044	-097	463	385	658	587	427	428	310	461	334		710	618	387	461	646	356	472	027	035	055	-006	-001	009	45.8296	10.0173	F-710
012	-000	-087	021	-019	403	311	522	494	332	353	247	357	284	710		563	369	440	601	336	473	047	057	074	006	001	023	21.0481	5.0716	F-711
-071	-060	-114	-010	-129	531	368	455	439	414	309	266	319	188	618	563		539	381	501	247	387	-007	-016	032	-090	-015	-034	34.4138	7.3628	F-712
-093	-076	-025	048	-029	-023	043	140	344	526	295	265	026	-106	387	369	539		036	372	067	350	144	127	113	174	355	249	23.3334	6.1282	F-713
192	210	019	069	064	651	329	392	161	-039	142	074	510	583	461	440	381	036		772	604	651	117	160	212	038	-259	-035	56.1693	12.9577	F-714
126	116	-027	087	062	487	315	465	414	276	365	250	460	451	646	601	501	372	772		585	771	178	211	241	131	022	127	61.2372	11.1869	F-715
130	112	021	065	028	390	240	274	218	073	204	121	491	645	356	336	247	067	604	585		530	025	068	101	023	-156	-043	23.2297	5.7833	F-716
170	177	021	139	106	334	177	289	262	204	209	174	348	372	472	473	387	350	651	771	530		225	256	284	176	083	184	39.9170	6.4010	F-717
173	206	057	197	241	-176	-167	-010	-150	-024	-144	-022	-111	-041	027	047	-007	144	117	178	025	225		939	843	798	642	924	153.5720	55.6129	C-001
213	243	074	220	277	-160	-168	-003	-159	-057	-138	-032	-094	001	035	057	-016	127	160	211	068	256	939		949	875	632	918	465.8300	125.6671	C-002
235	264	070	220	269	-083	-139	022	-156	-067	-141	-033	-062	039	055	074	032	113	212	241	101	284	843	949		753	575	817	105.4008	23.5172	C-003
140	179	091	185	257	-290	-207	-072	-136	-011	-097	-024	-137	-055	-006	006	-090	174	038	137	023	176	798	875	753		635	886	87.6480	37.6626	C-004
031	032	002	160	151	-412	-205	-078	035	263	004	092	-235	-293	-001	001	-015	355	-259	022	-156	083	642	632	575	635		855	42.1122	16.4686	C-005
132	158	054	204	242	-319	-213	-056	-095	085	-095	016	-178	-147	009	023	-034	249	-035	127	-043	184	924	918	817	886	855		391.1804	135.4112	C-006

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-2a.

** See footnote on page A-15.

on a representative ten per cent sample* of the Project TALENT 15-year-olds in Grades 9-12 (regular sample), and all of the Project TALENT 15-year-olds below Grade 9 or not in school at all. Only complete cases are used, and the cases are unweighted. The groups of 15-year-olds on whom correlations are based, and the corresponding numbers of cases (unweighted, of course), are as follows:

Table V-2a.	Boys in high school	N=3373
Table V-2b.	Boys not in high school	N= 283
Table V-2c.	All boys	N=3656
Table V-3a.	Girls in high school	N=3829
Table V-3b.	Girls not in high school	N= 163
Table V-3c.	All girls	N=3992
Table V-4.	Total group	N=7648

The corresponding means and standard deviations are summarized in Table V-5.

Comparison of the means and standard deviations shown in Table V-5, based on unweighted data, with the corresponding values in Table IV-5, based on weighted data, shows enough similarity to suggest that the correlations in Tables V-2 to V-4 are probably fairly close to the values that would have been obtained if Weight D had been applied. (Use of Weight D would have yielded estimates of the correlations for the complete population of 15-year-olds.)

For 60 of the 111 variables, four correlation matrices are shown in Appendix B. They are for Grade 9 boys, Grade 9 girls, Grade 12 boys, and Grade 12 girls, respectively. No weights have been applied to the cases. The correlation coefficients for 15-year-old boys and girls in school (Tables V-2a and V-3a respectively) are quite like the ones for Grade 9 boys and Grade 9 girls (Tables B-1 and B-2 respectively). This, of course, is not surprising, since there is a tremendous amount of overlap between the age groups and the grade groups.

Figure V-1 shows the correlation of key tests with Reading Comprehension (R-250) for the 15-year-old high school boys, for the 15-year-old boys not in high school, and for the two groups combined. The correlations tend to be lowest for the group not in high school. The correlations for the two samples combined tend to run slightly higher than those for high school students only, because combining the samples increases the range. Similar graphs are presented in Figures V-2 and V-3, which show correlations of key tests with Mathematics Part II (R-312) and Mechanical Information (R-112), respectively.

Comparison of Figures V-1 and V-2 reveals that the discrepancies between correlations for the high school cases and those for the non-high school cases are even more extreme in the case of Mathematics Part II than for Reading Comprehension. This is probably due to the fact that even students who do not get to high school can learn to read

---

*The ten per cent sample consists of students whose six-digit testing numbers end with the digit "3".

Table V-5

Means and Standard Deviations for 15-Year-Olds* on 111 Project TALENT Scores
(Based on Same Groups as the Correlation Matrices in Tables V-2, V-3, V-4)

		Boys						Girls							
Vari-able	Test	Grades 9-12 N=3373		Non-High-School N=283		Combined N=3656		Grades 9-12 N=3829		Non-High-School N=163		Combined N=3992		All Cases N=7648	
		Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
1	Grade	10.40	.54	8.00	2.20	10.22	1.03	10.48	.54	7.77	2.52	10.37	.91	10.30	.97
2	Sex (1=M, 2=F)	1.00	.00	1.00	.00	1.00	.00	2.00	.00	2.00	.00	2.00	.00	1.52	.50
3	R-101 Screening	11.23	1.44	8.80	2.67	11.04	1.70	11.52	1.10	9.44	2.45	11.43	1.25	11.25	1.50
4	R-102 Vocabulary I	12.20	3.99	5.94	3.31	11.72	4.28	10.85	4.05	4.91	2.62	10.61	4.17	11.14	4.26
5	R-103 Literature	11.50	4.44	5.99	2.93	11.07	4.58	11.19	4.28	5.65	2.65	10.97	4.37	11.02	4.47
6	R-104 Music	5.56	2.89	2.59	1.79	5.33	2.92	6.12	2.87	2.81	1.88	5.98	2.91	5.67	2.93
7	R-105 Social Studies	14.32	5.35	6.66	4.16	13.72	5.65	12.28	4.99	5.62	3.34	12.00	5.11	12.83	5.44
8	R-106 Math	8.47	4.71	3.75	2.15	8.11	4.73	7.20	4.28	3.48	1.91	7.04	4.27	7.55	4.53
9	R-107 Physical Sciences	9.12	3.92	4.44	2.61	8.76	4.03	6.99	3.51	3.50	2.06	6.85	3.53	7.76	3.90
10	R-108 Biol.Sciences	6.12	2.44	3.30	1.90	5.90	2.52	5.27	2.33	2.74	1.59	5.17	2.36	5.52	2.46
11	R-109 Sci. Attitude	5.61	1.98	3.07	1.87	5.41	2.08	5.61	1.97	2.92	1.65	5.50	2.02	5.46	2.06
12	R-110 Aero and Space	4.58	2.37	2.29	1.58	4.41	2.39	2.63	1.63	1.69	1.22	2.59	1.63	3.46	2.22
13	R-111 Elect & Electro.	8.64	4.14	4.30	2.41	8.31	4.20	5.23	2.49	3.63	2.00	5.17	2.49	6.67	3.76
14	R-112 Mechanical	11.38	3.45	6.32	3.30	10.99	3.70	7.10	2.84	4.45	2.44	7.00	2.88	8.91	3.85
15	R-113 Farming	7.53	2.45	4.32	2.53	7.28	2.60	6.73	2.58	3.85	2.22	6.61	2.63	6.93	2.64
16	R-114 Home Economics	7.89	2.86	4.95	2.54	7.66	2.94	11.79	3.36	6.32	2.97	11.57	3.51	9.70	3.79
17	R-115 Sports	7.62	3.05	3.64	2.24	7.31	3.18	5.17	2.45	2.81	1.69	5.08	2.47	6.14	3.04
18	R-131 Art	5.76	2.52	2.74	1.90	5.53	2.60	5.95	2.56	2.62	1.88	5.81	2.62	5.68	2.62
19	R-132 Law	4.50	1.83	2.55	1.45	4.35	1.88	3.95	1.63	2.38	1.44	3.89	1.65	4.11	1.78
20	R-133 Health	5.33	2.11	2.60	1.83	5.12	2.21	5.78	2.00	2.61	1.78	5.65	2.08	5.40	2.16
21	R-134 Engineering	3.02	1.28	1.59	1.14	2.91	1.32	2.39	1.28	1.26	1.06	2.35	1.29	2.62	1.33
22	R-135 Architecture	2.48	1.33	1.56	1.05	2.41	1.33	2.44	1.26	1.51	.98	2.40	1.26	2.40	1.30
23	R-136 Journalism	1.56	.98	.68	.71	1.49	.99	1.55	.97	.66	.77	1.51	.98	1.50	.98
24	R-137 Foreign Travel	2.60	1.32	1.38	1.10	2.51	1.35	2.17	1.29	1.05	.95	2.12	1.30	2.31	1.34
25	R-138 Military	2.33	1.45	1.37	1.18	2.26	1.45	1.76	1.18	1.07	1.02	1.73	1.18	1.98	1.34
26	R-139 Acct,Bus,Sales	4.20	1.87	2.12	1.42	4.04	1.92	4.07	1.87	2.16	1.56	4.00	1.90	4.02	1.91
27	R-140 Pract Knowl.	2.88	1.03	1.36	1.10	2.76	1.11	2.98	.91	1.54	1.07	2.92	.96	2.84	1.04
28	R-141 Clerical	1.38	.84	.68	.68	1.33	.85	1.75	.89	.61	.77	1.70	.92	1.52	.90
29	R-142 Bible	6.64	3.28	3.34	2.02	6.38	3.32	6.76	3.22	3.66	2.12	6.63	3.24	6.51	3.28
30	R-143 Colors	1.08	.86	.84	.77	1.06	.85	1.54	.92	.80	.73	1.51	.92	1.30	.92
31	R-144 Etiquette	.82	.69	.41	.57	.79	.69	1.08	.73	.39	.57	1.05	.74	.92	.73
32	R-145 Hunting	2.09	1.22	1.36	1.07	2.03	1.22	1.05	.92	.85	.75	1.04	.91	1.52	1.18
33	R-146 Fishing	1.64	1.22	.99	.94	1.59	1.22	.98	.90	.81	.75	.97	.90	1.27	1.11
34	R-147 Other Outdr Act.	4.73	1.94	2.21	1.52	4.53	2.03	4.11	1.87	2.08	1.54	4.03	1.90	4.27	1.98
35	R-148 Photography	1.19	.76	.56	.65	1.14	.77	1.24	.68	.52	.57	1.21	.70	1.18	.73
36	R-149 Games	2.41	1.22	1.29	1.02	2.33	1.24	1.98	1.01	1.05	.85	1.94	1.02	2.12	1.15
37	R-150 Theatre & Ballet	3.64	1.69	1.90	1.22	3.51	1.72	4.18	1.74	1.90	1.25	4.09	1.78	3.81	1.78
38	R-151 Foods	1.09	.96	.65	.75	1.06	.96	1.31	1.02	.56	.71	1.28	1.02	1.17	1.00
39	R-152 Miscellaneous	4.67	1.86	2.48	1.66	4.50	1.94	4.31	1.69	2.15	1.30	4.22	1.73	4.36	1.84
40	R-162 Vocabulary II	5.41	2.34	2.42	1.75	5.18	2.43	5.61	2.17	2.45	1.82	5.48	2.24	5.34	2.34
41	R-172 Vocab Tot (I+II)	17.61	5.90	8.36	4.44	16.89	6.30	16.46	5.76	7.36	3.63	16.09	5.96	16.47	6.14
42	R-190 Info I Total	131.79	36.92	70.37	27.28	127.04	39.80	115.69	32.14	63.83	21.17	113.57	33.38	120.01	37.20

continued on next page

Table V-5 (continued)

Means and Standard Deviations for 15-Year-Olds* on 111 Project TALENT Scores
(Based on Same Groups as the Correlation Matrices in Tables V-2, V-3, V-4)

Variable	Test	Boys						Girls						All Cases N=7648	
		Grades 9-12 N=3373		Non-High-School N=283		Combined N=3656		Grades 9-12 N=3829		Non-High-School N=163		Combined N=3992			
		Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
43	R-192 Info. II Total	66.04	20.66	34.66	14.05	63.63	21.89	63.33	18.49	32.24	11.68	62.05	19.28	62.81	20.58
44	R-100 Info. Tot. (I+II)	197.81	56.00	105.02	39.66	190.65	60.25	179.01	49.28	96.06	31.42	175.62	51.39	182.82	56.28
45	R-211 Mem. for Sent.	8.75	3.08	6.41	3.28	8.57	3.16	9.46	3.06	7.03	3.25	9.36	3.11	8.98	3.16
46	R-212 Mem. for Words	10.42	4.99	6.68	3.61	10.13	4.99	11.97	5.55	6.74	3.65	11.75	5.58	10.98	5.37
47	R-220 Disguised Words	13.63	6.67	6.61	3.81	13.09	6.76	14.77	6.91	6.23	4.05	14.42	7.03	13.78	6.93
48	R-231 Spelling	8.17	3.05	4.64	2.49	7.90	3.16	9.47	2.86	5.54	2.75	9.31	2.96	8.63	3.14
49	R-232 Capitalization	28.23	4.89	21.59	7.12	27.72	5.40	29.58	4.11	22.48	7.00	29.29	4.49	28.54	5.01
50	R-233 Punctuation	16.17	4.56	10.24	3.73	15.72	4.77	17.89	4.55	10.95	3.91	17.60	4.73	16.70	4.84
51	R-234 Usage	15.65	3.57	10.98	3.84	15.29	3.80	16.71	3.27	11.37	3.47	16.49	3.44	15.92	3.67
52	R-235 Effective Expr.	7.84	2.59	5.11	2.44	7.63	2.68	8.58	2.25	5.40	2.48	8.45	2.34	8.06	2.54
53	R-230 English Total	76.06	14.57	52.56	15.33	74.26	15.94	82.23	13.31	55.74	15.18	81.14	14.38	77.85	15.53
54	R-240 Word Functions	8.89	5.08	5.04	2.36	8.59	5.03	10.36	5.55	5.06	2.21	10.15	5.56	9.40	5.37
55	R-250 Reading Compre.	27.46	11.20	12.64	7.20	26.32	11.64	28.54	10.50	13.18	6.43	27.92	10.80	27.15	11.24
56	R-260 Creativity	8.42	3.94	4.59	2.74	8.13	4.00	7.80	3.71	4.04	2.24	7.64	3.74	7.87	3.87
57	R-270 Mechanical Reas.	11.93	4.14	7.32	3.51	11.57	4.28	8.30	3.49	4.87	2.34	8.16	3.52	9.79	4.25
58	R-281 Vis. in 2 Dimen.	13.33	5.80	8.91	5.56	12.99	5.90	11.42	5.63	6.13	4.39	11.20	5.68	12.06	5.86
59	R-282 Vis. in 3 Dimen.	8.59	3.37	5.92	2.71	8.38	3.40	7.73	2.97	5.07	2.31	7.62	2.99	7.99	3.22
60	R-290 Abstract Reason.	8.65	3.08	4.80	2.95	8.35	3.24	8.48	3.06	4.32	2.32	8.31	3.14	8.33	3.19
61	R-311 Math I	8.10	3.53	4.22	2.27	7.80	3.60	7.62	3.44	3.67	2.04	7.46	3.49	7.62	3.54
62	R-312 Math II	10.24	4.59	5.31	2.40	9.85	4.65	9.78	4.19	4.90	2.39	9.58	4.24	9.71	4.44
63	R-320 Math I+II	18.34	7.44	9.53	3.74	17.65	7.59	17.40	6.92	8.57	3.54	17.04	7.03	17.33	7.31
64	R-333 Math III	2.94	2.02	2.16	1.68	2.88	2.00	2.58	1.76	1.86	1.46	2.55	1.76	2.71	1.88
65	R-340 Math Tot. I+II+III	21.28	8.63	11.69	4.25	20.53	8.75	19.98	7.83	10.43	4.02	19.59	7.94	20.04	8.35
66	R-410 Arith. Comp.	35.46	9.94	23.66	10.07	34.55	10.44	37.49	10.20	23.11	9.91	36.90	10.57	35.78	10.58
67	R-420 Table Reading	11.39	8.15	6.37	5.90	11.00	8.11	12.17	7.52	7.15	7.44	11.96	7.59	11.50	7.86
68	R-430 Clerical Checkng	34.80	14.96	27.54	13.36	34.23	14.97	38.32	14.57	29.69	16.10	37.97	14.73	36.18	14.96
69	R-440 Object Inspect.	21.84	7.67	16.97	7.28	21.47	7.75	23.03	6.97	17.70	7.75	22.81	7.08	22.17	7.44
70	A-410 Arith. Comp.	39.50	10.71	32.68	15.05	38.98	11.26	40.54	9.98	31.40	14.18	40.17	10.34	39.60	10.80
71	A-420 Table Reading	15.72	12.12	19.00	19.97	15.98	12.92	15.07	9.38	14.79	14.84	15.06	9.66	15.50	11.35
72	A-430 Clerical Checkng	39.69	16.02	37.75	17.92	39.54	16.18	42.28	15.09	37.83	18.35	42.10	15.26	40.87	15.76
73	A-440 Object Inspect.	23.67	7.89	21.24	8.67	23.48	7.98	24.49	7.15	21.56	8.45	24.37	7.23	23.94	7.61
74	F-410 Arith. Comp.	23.30	25.27	-.34	36.87	21.24	27.29	28.32	19.96	- .18	35.62	27.09	21.66	24.29	24.69
75	F-420 Table Reading	7.04	11.92	-.63	15.36	6.01	12.72	9.26	9.58	- .50	13.55	8.86	9.96	7.50	11.46

continued on next page

Table V-5 (continued)

Means and Standard Deviations for 15-Year-Olds* on 111 Project TALENT Scores
(Based on Same Groups as the Correlation Matrices in Tables V-2, V-3, V-4)

		Boys						Girls							
Variable	Test	Grades 9-12 N=3373		Non-High-School N=283		Combined N=3656		Grades 9-12 N=3829		Non-High-School N=163		Combined N=3992		All Cases N=7648	
		Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
76	F-430 Clerical Checkng	20.10	21.50	-.02	26.62	18.30	22.80	26.44	20.06	5.26	25.81	25.58	20.75	22.10	22.05
77	F-440 Object Inspect.	19.94	9.05	12.71	10.68	19.38	9.39	21.43	7.80	13.85	11.06	21.12	8.10	20.29	8.78
78	A-500 Preferences	58.66	26.78	58.13	36.03	58.62	27.60	57.97	22.30	50.32	29.87	57.66	22.71	58.12	25.17
	Student Activities Inventory Scales														
79	R-601 Sociability	5.93	2.91	4.35	2.40	5.81	2.91	7.01	2.92	4.85	2.92	6.92	2.95	6.39	2.98
80	R-602 Soc.Sensitivity	3.80	2.21	2.86	2.00	3.72	2.21	4.95	2.32	3.21	2.17	4.88	2.34	4.33	2.35
81	R-603 Impulsiveness	1.85	1.58	1.94	1.66	1.86	1.59	1.93	1.64	1.66	1.66	1.92	1.65	1.89	1.62
82	R-604 Vigor	3.55	2.08	2.41	1.77	3.46	2.08	3.62	2.13	2.16	1.75	3.56	2.13	3.51	2.11
83	R-605 Calmness	3.74	2.41	2.55	1.89	3.65	2.39	4.11	2.51	2.62	1.95	4.05	2.51	3.86	2.46
84	R-606 Tidiness	4.89	2.71	3.50	2.29	4.79	2.70	5.91	2.71	4.25	2.49	5.84	2.72	5.34	2.76
85	R-607 Culture	4.37	2.26	3.50	2.13	4.30	2.26	5.54	2.27	4.07	2.26	5.48	2.28	4.92	2.35
86	R-608 Leadership	1.16	1.28	1.40	1.28	1.18	1.28	1.29	1.35	1.09	1.04	1.28	1.34	1.23	1.31
87	R-609 Self-Confidence	4.85	2.35	3.59	1.85	4.75	2.34	4.97	2.50	3.96	2.14	4.93	2.49	4.85	2.42
88	R-610 Mature Personal.	10.16	5.14	7.82	4.08	9.98	5.10	10.90	5.13	8.10	4.13	10.79	5.12	10.40	5.13
	Interest Inventory Scales														
89	R-701 Phys. Science	48.42	12.74	49.20	12.14	48.48	12.70	61.06	11.39	58.04	10.72	60.94	11.38	54.98	13.54
90	R-702 Bio.Sci & Med	25.18	7.06	25.64	6.38	25.22	7.01	26.90	7.57	27.89	5.75	26.94	7.50	26.12	7.32
91	R-703 Public Service	35.94	12.28	34.26	11.22	35.81	12.20	41.83	11.71	37.87	10.70	41.67	11.69	38.87	12.29
92	R-704 Lit-Linguistic	53.61	11.63	50.34	11.41	53.36	11.64	49.07	13.29	48.79	10.86	49.06	13.20	51.11	12.66
93	R-705 Social Service	40.55	8.15	37.77	8.53	40.33	8.21	32.14	8.26	33.25	7.50	32.18	8.23	36.08	9.18
94	R-706 Artistic	23.75	6.02	22.54	5.25	23.66	5.97	21.00	6.61	22.52	5.32	21.06	6.57	22.30	6.42
95	R-707 Musical	18.27	4.92	16.70	4.12	18.15	4.88	16.17	5.46	15.12	4.22	16.13	5.42	17.09	5.26
96	R-708 Sports	19.97	6.88	22.02	6.38	20.13	6.86	25.40	7.12	25.50	5.58	25.40	7.06	22.88	7.45
97	R-709 Outdr Recrea.	7.15	3.01	7.88	2.79	7.21	3.00	10.68	3.26	10.21	2.78	10.66	3.24	9.01	3.57
98	R-710 Bus-Mangmt.	44.22	9.88	42.78	9.93	44.11	9.89	47.53	9.90	44.29	8.81	47.40	9.88	45.83	10.02
99	R-711 Sales	20.22	5.05	19.22	4.96	20.14	5.04	21.94	4.96	20.37	4.42	21.88	4.95	21.05	5.07
100	R-712 Computation	33.91	7.42	32.51	7.57	33.80	7.44	35.04	7.25	33.44	7.04	34.97	7.25	34.41	7.36
101	R-713 Office Work	26.21	5.23	23.20	5.79	25.98	5.34	20.93	5.84	20.48	4.69	20.91	5.80	23.33	6.13
102	R-714 Mech-Tech	48.13	11.36	44.16	10.46	47.82	11.34	64.10	8.89	57.09	9.91	63.81	9.04	56.17	12.96
103	R-715 Skilled Trades	64.50	11.39	58.11	11.91	64.01	11.55	70.46	9.80	64.10	11.75	70.20	9.96	67.24	11.19
104	R-716 Farming	20.98	6.71	19.92	5.64	20.90	6.64	25.41	6.22	24.32	5.18	25.37	6.19	23.23	6.78
105	R-717 Labor	38.82	6.37	33.96	6.95	38.44	6.54	41.46	5.85	36.68	6.58	41.27	5.95	39.92	6.40
	A Priori Composite														
106	C-001 IQ Composite	158.01	54.19	78.83	35.84	151.88	57.07	158.50	52.44	75.82	28.71	155.12	54.21	153.57	55.61
107	C-002 Gen.Acad.Apt.	471.22	123.22	277.43	82.75	456.22	131.22	482.89	114.10	280.64	76.58	474.63	119.69	465.83	125.67
108	C-003 Verbal	105.26	22.32	66.76	19.91	102.28	24.42	109.94	20.83	68.75	18.68	108.26	22.28	105.40	23.52
109	C-004 Quantitative	93.95	39.15	50.04	17.18	90.56	39.68	86.69	35.11	45.02	16.08	84.98	35.51	87.65	37.66
110	C-005 Technical	51.78	16.38	27.98	11.40	49.94	17.27	35.54	11.58	20.88	7.06	34.94	11.79	42.11	16.47
** 111	C-006 Scientific Apt.	432.59	137.47	226.59	79.81	416.64	144.77	375.19	118.22	195.60	57.20	367.86	121.66	391.18	135.41

*Cases not weighted.

** See footnote on page A-15.

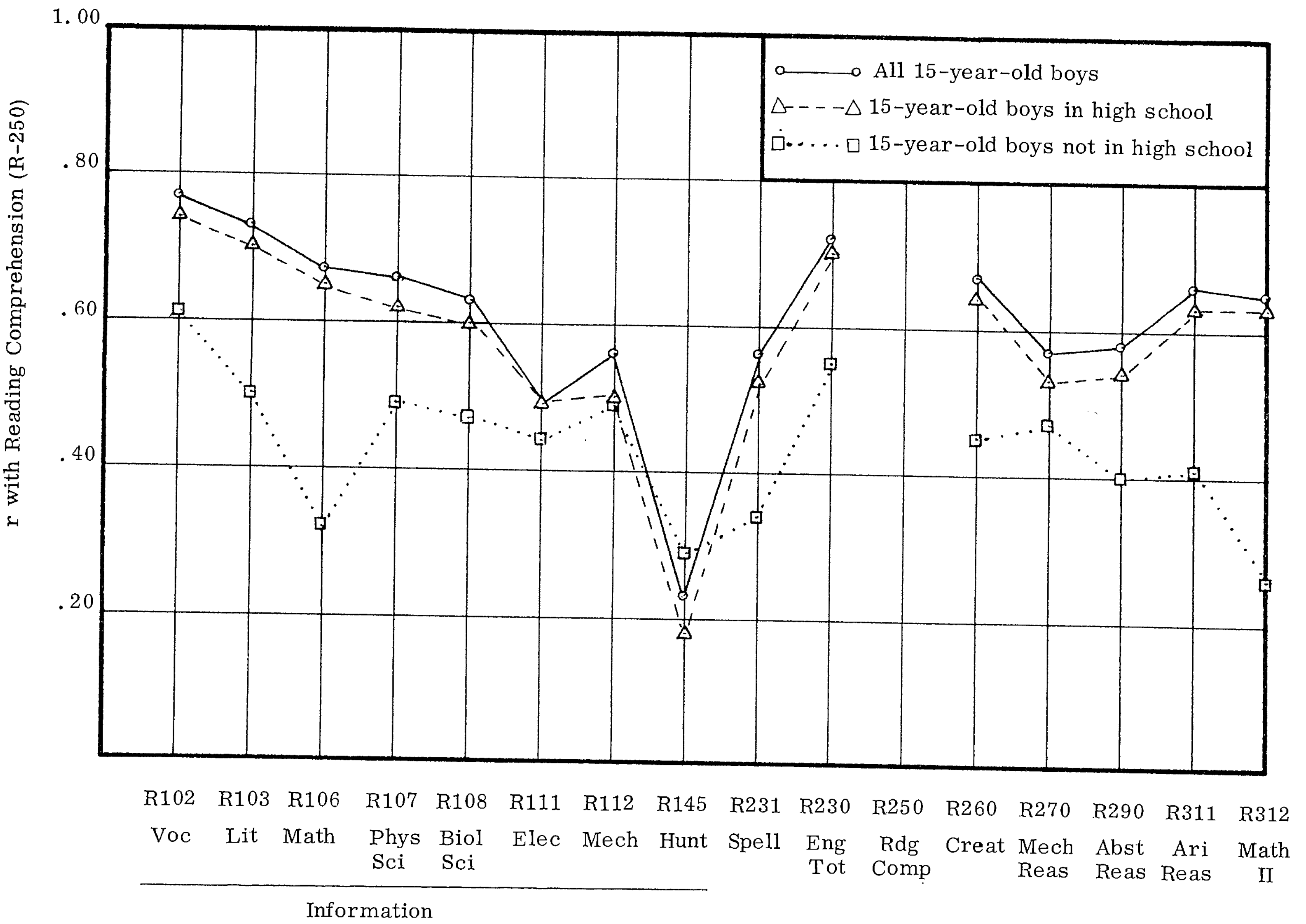


Figure V-1. Correlation of Reading Comprehension (R-250) score with each of 16 other Project Talent Variables: for 15-year-old boys.

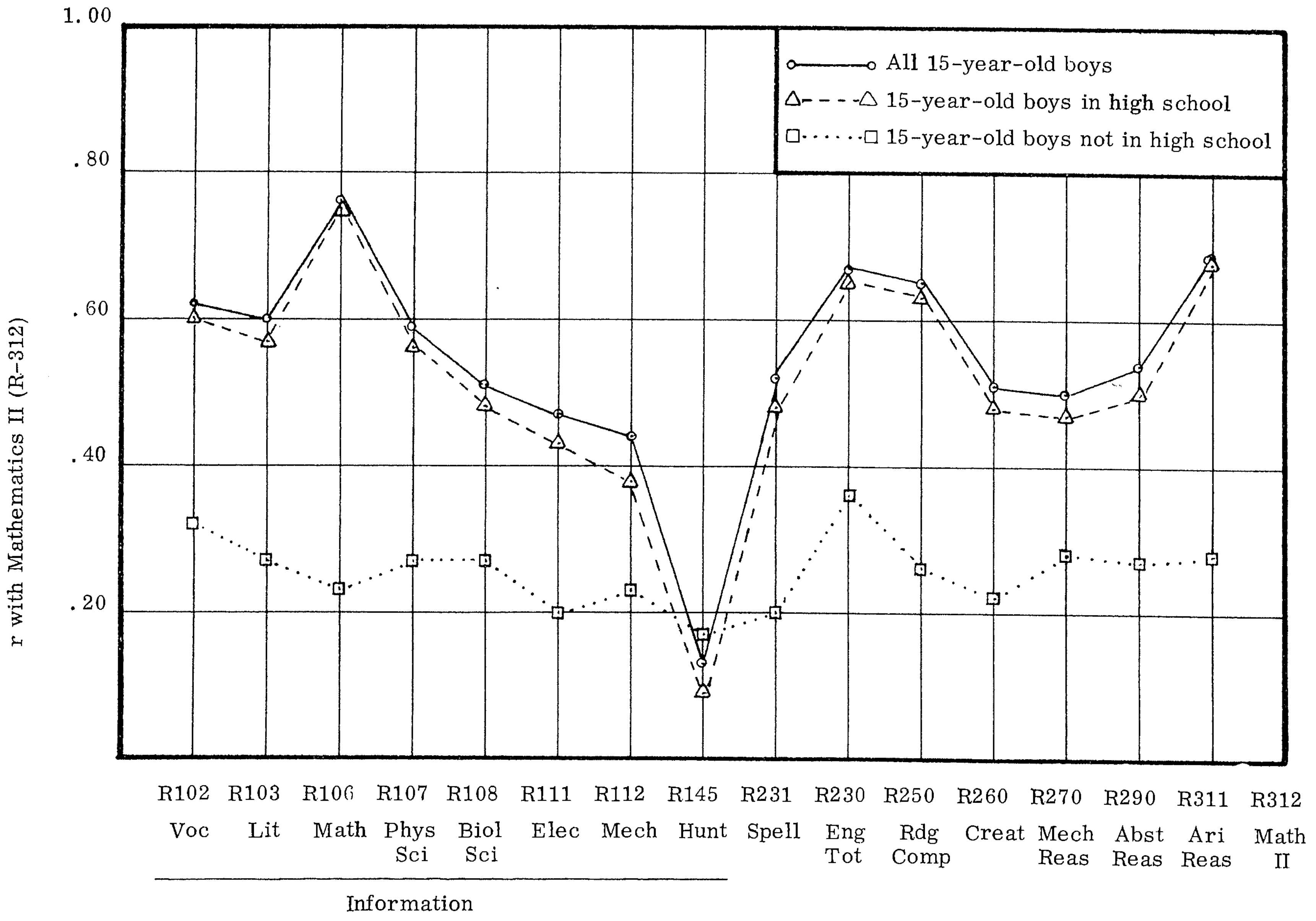


Figure V-2. Correlation of Mathematics Part II (R-312) score with each of 16 other Project Talent Variables: for 15-year-old boys.

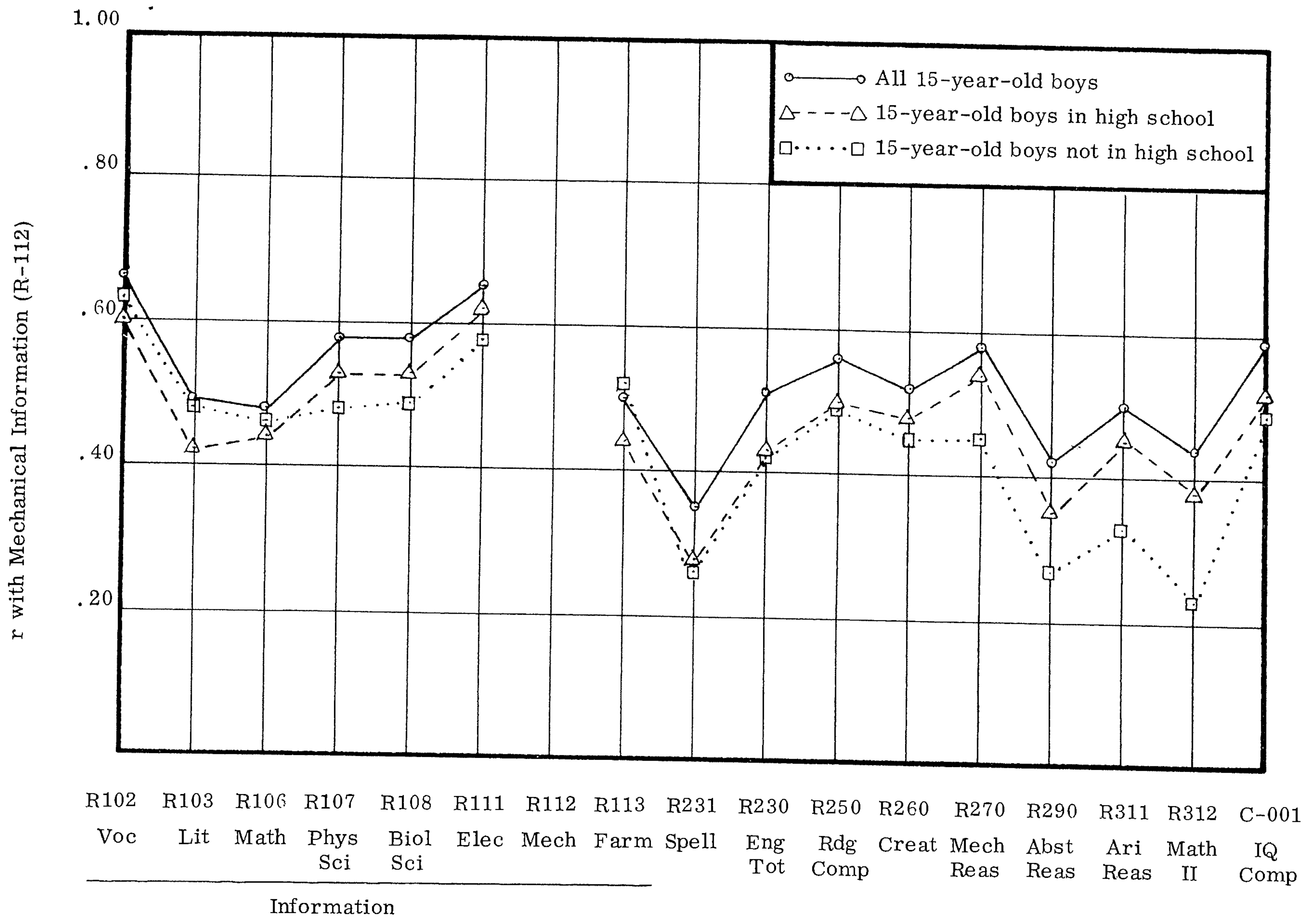


Figure V-3. Correlation of Mechanical Information (R-112) score with each of 17 other Project Talent Variables: for 15-year-old boys.

but they are not likely to learn Grade 9 mathematics, which is what most of Part II of the Mathematics Test is based on. Thus, since most of the scores on Mathematics Part II for the non-high-school cases are concentrated at the low end of the scale, the range is quite restricted, with a corresponding shrinkage in correlations involving this variable.

Mechanical Information scores, on the other hand, are far less dependent on secondary school instruction than are scores in either Mathematics Part II or Reading Comprehension. Consequently, as is apparent from Figure V-3, there is far less discrepancy between the correlations for high school cases and non-high-school cases when one of the variables correlated is Mechanical Information score than there is for either of the other two measures (Reading Comprehension and Mathematics Part II).

Table V-5 provides data that support this hypothesis as to why the correlations are lower on the whole for the non-high-school group than for the high school students. It is clear from Table V-5, and in accordance with reasonable expectation as well, that the 15-year-olds not in high school score very much lower on the tests than do those students of the same age who are in high school (most of whom are in Grade 10).

C. Normative Data on Test Scores

Appendix C presents percentiles, means, and standard deviations for 52 test variables separately for 15-year-old boys, 15-year-old girls, and all 15-year-olds combined. Means and standard deviations are also presented for an additional 22 variables. These norms in Appendix C are based on all 15-year-olds in the regular sample for Grades 9-12, supplemented by those in the special sample of 15-year-olds not in high school. Weighted distributions were obtained, (using Weight D*) to get an estimate of what the distribution would be for the complete population of 15-year-olds in the United States. It is these weighted distributions that the statistics presented in Appendix C are based on. The 52 variables for which percentiles are presented may be summarized as follows:

Variables	Code Designation for Variable	No. of Scores
Information Part I: scales	R-101 -- R-115	15
Information scales (other)	R-131,R-139,R-142,R-162,R-172	5
Information Part I Total	R-190	1
English Test	R-230 -- R-235	6
Miscellaneous verbal abilities	R-211,R-212,R-220,R-240,R-250	5
Other special aptitudes	R-260,R-270,R-281,R-282,R-290	5
Mathematics Test	R-311,R-312,R-320,R-333,R-340	5
Arithmetic Computation	F-410	1
Tests of perceptual speed and accuracy	F-420,F-430,F-440	3
Speed of decision-making (preferences)	A-500	1
A priori composite scores**	C-001 -- C-005	5
	TOTAL	52

---

*Described in Chapter II, Section C

**The *a priori* composite scores that are mentioned in this report are described in Appendix A, Part 4.

Inspection of the norms for these 52 variables not only throws light on the abilities of 15-year-olds but also, quite incidentally, shows that the TALENT battery is useful for this purpose, in that its tests provide adequate "ceiling" and "floor" for the general group, except in the case of those few tests whose special purposes dictate that the ceiling or floor should be appropriate for a special subgroup. These exceptions include the Screening scale of the Information Test, Mathematics Part III, and the Aeronautics and Space scale of the Information Test.

The Screening scale has a very low ceiling because of its special purposes*, which require that all its items be extremely easy, so that almost anyone who is neither mentally retarded nor illiterate would be able to answer all of them correctly. And as is apparent from Table V-5, the Screening scale does meet this standard. The average 15-year-old high school student gets a nearly perfect score while the average score for 15-year-olds not in high school is far lower.

Part III of the Mathematics Test was intended primarily for that somewhat select group of high school students who take college-preparatory mathematics courses beyond the ninth grade. Because of this special purpose the test is useful mostly for this group, and does not have the extremely easy items that would be necessary to differentiate among that unfortunately large segment of the high school population that lacks interest, training, and ability in any mathematics beyond the eighth- or ninth-grade level.

The Aeronautics and Space scale was one of the scales that was expected to be primarily useful for boys and of only negligible importance for the vast majority of girls, who could be surmised to have a massive degree of indifference to the area, and lack of information in it. The data turned out just that way. The scale differentiates effectively among boys at all percentile levels and has enough easy items to distinguish among girls in roughly the top half or two-thirds. (The bottom third of the girls score at just about the chance level.)

D. Relation Between Grade Placement and Performance on Selected Tests.

In Table V-4, which shows the intercorrelations for a 10 per cent sample of the combined 15-year-olds (boys and girls, in school and not in school), the correlations of the various tests with grade placement are revealing, although because most of the 15-year-old students are in either Grade 9 or 10, the variance in grade is quite slight. The following are the variables that have correlations of at least .35 with grade:

(R-101) Screening
(R-103) Literature Information
(R-133) Health Information
(R-190) Information Part I Total
(R-192) Information Part II Total
(R-100) Information I + II Total

(R-230) English Total
(R-250) Reading Comprehension

(C-001)**IQ Composite
(C-002)**General Academic Composite
(C-003)**Verbal Composite
(C-006)**Scientific Aptitude Composite

---

*The purposes of the Screening scale are described in *Designing the Study* (Flanagan, et al., op. cit.)

**These are *a priori* composites. They are defined in Appendix A, Part 4.

The highest correlation, .432, is with the Verbal Composite (C-003). This is in line with the observation made in Chapter IV, to the effect that performance in some of the verbal areas (notably Reading Comprehension) is closely related to scholastic acceleration and is also related to scholastic retardation.

Table V-6 shows means and standard deviations on 18 tests for 15-year-olds classified by grade and sex. The 18 test variables in these tables are the same ones that were discussed in Chapter IV. The means and standard deviations for 15-year-old boys, 15-year-old girls, and all 15-year-olds, are shown in Table IV-5, which presents data comparable to that in Table V-6 except that in Table IV-5 the 15-year-olds are not classified by grade. Fifteen-year-old students in different grades are quite different in terms of test performance. In general, the higher the grade the higher the average test score. The gradient is especially steep for the Reading Comprehension and Mathematics Achievement tests.

E. Sex Differences in Patterns of Aptitudes and Abilities

Inspection of the means in Table V-6 and the percentile norms presented in Appendix D makes it apparent that the fact that the girls in a given grade tend to be slightly younger than the boys does not account for all of the difference between boys and girls in regard to mean aptitude level at different grades, although it does probably account for a small portion of the difference.

The point biserial correlations of the various tests with sex (positive r indicating high scores for females, negative r indicating high scores for males) that are shown in Table V-4 for the total group of 15-year-olds are high and sharply structured. They show essentially the same pattern that occurs for any mixed group at the high school and near-high-school levels for these tests. The following correlations, abstracted from Table V-4, are typical:

		r with sex
R-110	Aeronautical and Space (Information)	-.41
R-111	Electricity and Electronics (Information)	-.42
R-112	Mechanics (Information)	-.52
R-114	Home Economics (Information)	.51
R-115	Sports (Information)	-.37
R-104	Colors (Information)	.25
R-145	Hunting (Information)	-.42
R-146	Fishing (Information)	-.28
R-147	Other Outdoor Activities (Information)	-.13
R-270	Mechanical Reasoning	-.40
R-602	Social Sensitivity (S.A.I.)	.24

Table V-6 Estimated* Means and Standard Deviations on 18 Selected Project TALENT Tests
For 15-Year-Olds Classified by Grade** and Sex

Test	No.of Items	Sex	Raw Score Mean*						Standard Deviation*					
			Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
R-102 Vocab.Info.Part I	21	M	4.66	6.62	10.75	13.02	14.18	16.24	2.47	3.41	3.99	3.71	4.08	3.51
		F	3.90	5.31	9.47	11.51	12.49	12.16	1.64	2.49	3.86	3.94	4.31	4.26
R-105 Soc.Studies Info.	24	M	4.64	7.48	12.51	15.36	17.29	20.23	2.27	4.35	5.51	5.10	5.22	3.40
		F	4.34	6.46	10.84	12.88	14.70	14.80	2.42	3.56	4.92	4.86	5.37	5.25
R-107 Phy. Sci. Info.	18	M	3.93	4.85	8.38	9.57	10.81	13.55	1.92	2.82	3.81	3.79	4.40	3.79
		F	3.15	3.86	6.70	7.13	7.51	6.70	2.06	2.01	3.46	3.50	4.02	4.23
R-108 Biol. Sci. Info.	11	M	2.62	3.55	5.23	6.71	6.91	7.50	1.78	1.89	2.38	2.29	2.31	1.76
		F	2.64	2.91	4.39	5.74	5.92	5.41	1.31	1.65	2.18	2.25	2.26	2.63
R-111 Elec. Info.	20	M	3.88	4.63	7.87	9.09	9.92	11.59	1.79	2.60	3.94	4.12	4.61	4.62
		F	2.79	4.09	5.14	5.36	5.27	5.61	1.52	2.03	2.57	2.49	2.60	2.77
R-112 Med. Info.	19	M	5.08	7.12	10.38	11.93	12.01	12.65	2.56	3.38	3.64	3.27	3.32	3.02
		F	3.54	5.03	6.65	7.48	7.48	6.18	2.13	2.59	2.81	2.86	2.94	3.23
R-114 Home Ec. Info.	21	M	4.12	5.28	7.22	8.33	8.71	9.50	2.30	2.53	2.84	2.84	2.86	2.42
		F	6.15	6.66	10.96	12.32	12.32	10.76	2.81	2.99	3.46	3.25	3.30	3.40
R-115 Sports Info.	14	M	2.92	4.05	6.72	8.21	8.63	10.15	1.61	2.35	2.98	2.89	3.07	2.56
		F	2.54	3.23	4.61	5.52	5.34	4.86	1.29	1.88	2.34	2.40	2.48	2.50
R-190 Info.Part I Total	252	M	59.82	76.33	116.90	140.36	152.92	175.86	18.42	28.65	36.28	34.57	39.96	32.54
		F	56.62	69.43	104.35	121.29	128.87	123.27	19.35	21.35	30.99	31.14	36.39	41.82
R-230 English Total	113	M	50.95	53.71	70.62	79.20	82.92	93.02	12.59	15.79	***	***	14.82	10.75
		F	54.91	57.44	77.36	84.42	87.61	88.33	12.48	15.57	***	***	12.63	12.26
R-250 Rdg. Comprehension	48	M	10.21	13.44	23.34	29.92	33.38	40.86	4.77	7.64	10.82	10.41	10.71	6.14
		F	11.68	14.20	24.70	30.40	33.39	31.57	5.23	6.95	10.30	9.82	10.52	11.57
R-260 Creativity	20	M	4.78	4.94	7.40	9.08	10.08	11.36	2.14	2.92	3.77	3.99	4.36	4.69
		F	3.72	4.33	6.91	8.23	8.75	8.48	1.52	2.41	3.47	3.63	4.02	4.64
R-270 Mech. Reasoning	20	M	6.36	7.71	11.16	12.55	12.63	14.20	2.92	3.55	4.08	3.97	4.27	3.90
		F	4.74	5.22	7.64	8.58	8.62	8.21	2.27	2.38	3.35	3.49	3.61	4.13
R-282 Vis. in 3 Dimen.	16	M	6.14	6.14	8.08	9.04	9.26	10.55	3.16	2.78	3.28	3.33	3.30	3.73
		F	5.35	5.05	7.24	7.99	8.00	7.77	2.27	2.19	2.88	3.00	3.13	3.20
R-290 Abstract Reas.	15	M	4.70	5.11	7.96	9.15	9.68	10.83	3.46	2.99	3.15	2.87	3.02	2.54
		F	4.72	4.49	7.67	8.81	9.25	8.97	2.00	2.47	3.17	2.93	2.97	3.64
R-311 Math I	16	M	4.29	4.43	7.10	8.68	9.60	12.09	1.84	2.46	3.36	3.40	3.68	2.76
		F	3.21	3.99	6.70	7.96	8.61	8.85	1.81	2.14	3.26	3.38	3.68	3.36
R-312 Math II	24	M	5.78	5.53	8.82	11.00	13.22	17.08	2.56	2.44	4.00	4.56	5.81	5.90
		F	4.78	5.10	8.79	10.23	11.24	12.27	2.23	2.48	3.81	4.21	5.31	5.97
F-410 Arith.Computation	72	M	12.54	3.00	18.60	26.25	29.58	36.89	48.30	35.78	***	***	19.95	13.00
		F	12.05	.14	24.99	30.40	31.60	29.21	53.08	32.36	***	***	***	22.40

Note:- The numbers of cases on which the means and standard deviations in this table are based are shown in Table V-1.

*These estimates are weighted means and standard deviations based on all 15-year-olds in the Project TALENT probability sample. Weight D (described in Chapter II, Section C) was used, so that the resultant means and standard deviations are estimates of what they would be for corresponding segments of the total 15-year-old population.

**The means and standard deviations for 15-year-olds in Grade 6 and below and for those not in school are omitted from this table because the numbers of cases are too small.

***Data not available.

Several of the Interest Inventory scales have appreciable correlations with sex. For instance:

		r with sex*
R-701	Physical Science Interest	-.46
R-705	Social Service Interest	.44
R-708	Sports Interest	-.35
R-709	Outdoor Recreation Interest	-.48
R-713	Office Work Interest	.41
R-714	Mechanical-Technical Interest	-.62

The correlation for Mechanical-Technical Interest (r= -.62) is the highest correlation with sex found in the entire matrix. Among the six composite scores, only one--the Technical composite (C-005)--correlated over .20 with sex. Its correlation was -.46, indicating higher scores for the boys.

F. Student Background Factors

For 100 items in the Student Information Blank, weighted percentage distributions of responses by grade and sex for all 15-year-old students in the Project TALENT probability sample are presented in Appendix D. Weight D was used, so that the resultant distributions are approximations of the percentage distributions for corresponding segments of the national population of 15-year-olds. The 100 SIB items are ones that were selected because results for them in prior analyses made further analysis appear worthwhile.

The Student Information Blank was designed for high school students. Therefore poor readers, seriously below Grade 9 level in reading comprehension, may be giving invalid responses in some cases. Examination of the patterns of results on the various items, however, indicates that the proportion of random-appearing responses is fairly small even for those below Grade 8 or not in school. For example, very few of them indicated that their fathers were in white collar occupations. Thus, while the substantial positive correlations of the test scores of the 15-year-olds with their grade placement may account for a part of the correlation between Student Information Blank responses and grade placement, it seems probable that they do not account for all of it.

Much, though not all, of the discussion that follows is based on the assumption that grade placement of students who are all the same age (e.g., 15) is correlated to some degree with their scholastic performance. The data of Chapter IV support this assumption. It is recognized, of course, that the correlation is far from perfect. The relationship is attenuated by the effects of the "100-per-cent-promotion" policy that has been in effect in some school systems, "social promotions", the prevalence of a policy against the acceleration of bright students, wide differences among schools in type of student body, and consequently in standards, and other factors which have tended to increase the homogeneity in chronological age within a grade, by making the group more heterogeneous in achievement level. The fact that schools differ widely in the extent to which these resistances to grade placement strictly on the basis of achievement prevail serves only to complicate the situation. But despite this recognized defect of grade placement as an index of achievement level, and thus, indirectly as an index of scholastic ability level of 15-year-olds, there is still sufficient correlation between achievement level and grade placement that the latter has considerable utility as an index of the former. This being the case, when the relation of grade placement to responses to a particular SIB item is examined, implicit in the discussion that follows is the assumption that whatever relationship is found is quite likely to be a useful, though somewhat attenuated, indication of the correlation between the SIB responses and scholastic achievement level.

---

*Note that the signs of these correlations are the opposite of those in Table V-4. The signs in Tables V-2 to V-4 are misleading for the Interest Inventory variables because in the computation of these correlations the Interest Inventory scales were oriented backwards (high scores representing lack of interest).

1. Reading activities and study habits

There appears to be little relation between number of books reported to have been read (SIB Item 56) and grade placement of the 15-year-olds. The girls, particularly those in high school, report reading more books than do the boys. But the modal response for both boys and girls is still only one to five books per year. This is true at all grade levels.

Responses to some of the SIB items on study habits also show a relationship in the expected direction, though a slight one, with grade placement.

Among these items showing a relationship to grade placement are the following ones (for which the options range from "Almost always" to "Almost never"):

66. I have a difficult time expressing myself in written reports, examinations, and assignments.

70. I seem to accomplish very little compared to the amount of time I spend studying.

77. My teachers have criticized me for turning in a sloppy assignment.

81. I get behind in my school assignments.

82. My grades on written examinations or reports have been lowered because of careless errors in spelling, grammar, or punctuation.

2. Course grades

The students' reports of their grades (Items 106-113) also show some relationship to grade placement, at the high school level (Grades 9-12). The magnitude of the relationship is greater in the academic areas than in vocational courses. However in most areas the relationship between grade placement and self-report of grades received seems to break down below Grade 9. The students in Grade 8 and below report grades that are about as high as those reported by the Grade 9 students.

3. Health and related factors

In regard to the student's usual health in the past three years (Item 243), there is a tendency for those in the higher grades to report better health. They also tend to report slightly less illness during the previous year (Item 241). Responses to questions on eyesight (Items 248-250) show no relationship to grade placement. However, there may be some sex differences in the responses to these questions. Wearing glasses at all times (Item 248) is reported by a few per cent more girls than boys. Wearing glasses for special purposes (Item 250) is reported by far more girls than boys (27 per cent and 31 per cent of ninth- and tenth-grade girls respectively, and only 17 per cent and 18 per cent, respectively of the boys). Furthermore, fewer boys reported having any trouble seeing at a distance (Item 249) than girls. The percentages of Grade 9 and Grade 10 students reporting this difficulty were 35 per cent and 36 per cent respectively for girls, and only 22 per cent and 23 per cent for boys.

In response to Item 255 ("Is your speech easily understood?"), the higher the grade placement the more likely the student is to answer affirmatively. There seems to be quite a marked relationship (not necessarily causal) between speech handicaps and academic retardation.

4. Family and home background

Responses to the SIB items on the value of the home (Items 171-172) do not show much relationship to grade placement, nor do the responses to items on family income (Items 173-174). About 40 per cent of the students either say that they are unable to estimate the family income or omit the item. Neither the item on the value of the home nor the one on family income seems to be particularly useful as a socio-economic variable. However, responses to the item on occupation of the father (Item 206) show a pronounced relationship to grade placement, as do the responses to the items on education of the father (Item 218) and education of the mother (Item 219). It would appear that father's occupation plus mother's education would give a very satisfactory index of socio-economic status, and that it would not be necessary to use any other items to supplement these two for that purpose. Likewise, father's occupation by itself has been found to be very useful as a socio-economic indicator. Responses to some of the items on articles in the home (Items 191, 193) also show a definite relationship to grade placement.

It appears from the responses to Item 220 that a considerably larger proportion of the 15-year-olds in high school come from homes not broken by divorce, or by death of a parent, than do those still in elementary school or those not in school at all.

Number of children in the family (Item 221) is negatively correlated with grade placement, as is number of people living in the home (Item 226).

5. Plans for education

Two items (Items 297 and 304) provide information on whether the student expects to graduate from high school. Item 297 asks, "Do you think you will quit high school before you graduate?" and Item 304, which asks "What is the greatest amount of education you expect to have...?" has as Option 1, "I don't expect to finish high school". Responses to both items show a relationship, in the expected direction, to grade placement. The percentages of students that expect not to graduate are quite small for the 15-year-olds in Grade 9 or above, but they take a big jump for the students in Grade 8 and below. As has been shown in other of the analyses, there is very little dropout among those who are within the normal two-year age span for the grade or are younger. Most of the dropouts are those who are old for their grade. The dropout expectation for those 15-year-olds who are in Grade 8 or lower is far higher than for those who are in high school. As one 15-year-old girl in the eighth grade wrote in her theme on "What High School Means to Me": "It doesn't mean very much because I am afraid I will never get there."

Responses to Item 301, which is concerned with whether the student plans to attend college, show a definite relationship to grade placement. This relationship is greatly sharpened by Item 302, which differentiates between plans to attend a four-year college and plans to attend junior college. For four-year college there is a very close relationship to grade placement, while for junior college the relationship is virtually non-existent for girls and actually negative for boys, since the proportion of eighth-grade 15-year-olds who say they are likely to go to junior college is about twice as great as the proportion in Grade 9 and above.

For Item 303 ("When do you plan to start college?"), choice of Option 2 ("...right after high school") shows a pronounced positive correlation with grade placement, both for boys and for girls. The other options, e.g., Option 1 ("I don't plan to go..."), Option 4 ("...after I have worked a few years"), Option 5 ("...my plans are not definite"), and Option 3 ("...after completing military service") show a negative relation to grade placement.

Item 304, like the other items on educational plans, shows that the higher the grade placement of the 15-year-olds the more education they tend to expect to have. Furthermore, the higher the grade placement of the 15-year-old, the more willing he is to borrow money to go to college (Item 306). Item 337 asks how much education the parents want the student to have. Responses to this item correlate fairly well with grade placement for the boys, but not for the girls. When the distribution of responses to this item is compared with that for Item 304, which asks the student how much education he expects to have, it is seen that more students expect to drop out of high school without graduating than report they have parents who do not care whether they stay in school or not. Likewise, fewer students expect to graduate from college than say they have parents who want them to. But more students plan to get graduate degrees than have parents who expect them to. Nevertheless, there is some degree of correspondence between the expectations of the parents and the expectations of the students.

6. Occupational plans and related educational plans

Responses to the items on occupational and educational plans (Items 210-212) indicate high relationships in many areas to grade placement. For instance, planning to major in education and planning to be a teacher are positively correlated with grade placement for girls but not for boys. Apparently, teaching tends to attract the brighter girls but just average boys. Furthermore, far fewer boys than girls express an interest in this area. The boys above modal grade for age tend mostly to plan to go into engineering, physical science, medicine, and law (Item 211). Engineering, unlike the other professions, is a popular goal among 15-year-old boys at all grade levels.

Responses to the item on type of college the student plans to attend (Item 237) show considerable relationship to grade placement. As would be expected, choice of Option 1, "I do not expect to go to college", is negatively related to grade placement, as is choice of Option 9, "I have no plans regarding the type of college I will attend". The attractiveness of teachers colleges to boys is negatively related to their grade placement, but it is positively related to the grade placement of girls. This is in line with the previously mentioned findings about the attractiveness of teaching as a profession to the brighter girls and its lack of attractiveness to the brighter boys. Boys in Grades 9 and 10 heavily prefer engineering college to liberal arts college, whereas almost as many of the Grade 11 15-year-olds lean towards liberal arts college as towards engineering college, and those in Grade 12 heavily prefer liberal arts college to engineering college. The same pattern is true regarding university versus a liberal arts college. The type of college most favored by boys in Grades 9 and 10 is engineering college. "University" is the choice favored (by a small margin) by those in Grade 11, and liberal arts college is overwhelmingly the most popular choice for those in Grade 12.

Among the girls, the most popular responses for the 15-year-olds in Grade 9 are "some other type of college" or "no plans regarding type"; for those in Grade 10, "some other type of college"; for

Grade 11, "university"; and for Grade 12, the modal response of the girls, like that of the boys, is "liberal arts college".

Agricultural college and colleges specializing in fine arts or music show negative relationships with grade placement. It is the liberal arts college that has the most positive pronounced relationship for the boys. Choice of engineering college also positively correlated with grade placement, but the relationship is far less pronounced. If Options 4, 5, and 7 (engineering college, liberal arts college, and university) are combined, the gradient representing the relationship with grade placement is very steep indeed. For boys it ranges from 26.3 per cent in the eighth grade to 71.5 per cent in the twelfth grade. For girls it is slightly less pronounced, since engineering school draws fewer girls.

7. Plans for military service

Item 232 asks the boys what they expect to do about military service, and then gives a choice of 12 options. Three-fourths of the 15-year-old boys indicate they have made up their minds on this question. Of this group, boys in the two modal grades favor enlisting right after high school, with a greater tendency towards this choice among the ninth-graders than the tenth-graders. A little over ten per cent of them say that they would work for a commission through a college program. The next largest group favors enlisting right after college. Students in the higher grades seem almost as likely to say they plan to enlist as those in lower grades. The chief differences are that a greater proportion in the higher grades than in the lower grades plan to enlist later, after college. It is interesting to note that the experience of the armed forces has been that these students rarely enlist after college, but instead are either voluntarily inducted when drafting is imminent, or are drafted. Presumably, those boys in the sixth, seventh, and eighth grades who answered this question with "Never serve because I am a girl" did not understand the question, or did not read beyond the first two words.

Item 235 asks "In which branch of the service do you expect to serve?" There is a slight tendency for the Army to be more popular with 15-year-olds in the higher grades than with those in lower grades. For the Marine Corps, the trend is reversed. For the Air Force and Navy, the relationship with grade placement is less clear. At all high school grade levels (Grades 9-12),however, Army, Navy, and Air Force all seem to outstrip the Marine Corps in popularity among 15-year-olds. Items 342-346 use a different approach in determining the relative popularity of the various branches of the armed forces. On the basis of the resultant means, the Air Force appears to be most popular, although its margin over the Navy is not large.

The girls' choices for Item 235, outside the two "I do not expect to serve..." options, do not exceed 15 per cent, except below the ninth grade. The most popular choice among the 15-year-old high school girls is the Navy, by a rather slight margin over the Air Force.

As far as motivation of the boys for a permanent military career is concerned, it appears to be negatively related to grade placement. This is indicated by the responses to Items 339 and 340. The modal response of the boys to Item 339 at all high school grade levels (Grades 9-12) was "Dislike very much", and the higher the grade placement the larger the percentage making this choice.

8. Other plans and expectations: marital, financial, etc.

Responses to Item 238 indicate, not too surprisingly, that the boys expect to marry at a later age than do the girls. The number of children expected (Item 362) does not bear much relationship to grade placement, but the girls apparently expect more children, on the average, than the boys do.

SIB Item 239 asks boys and girls how much money per year they would expect to be earning 20 years after graduating from high school. Responses to this question involving expected earnings are affected by most high school students' lack of actual experience with salaries. The same factors that cause lack of ability to estimate family income (Item 173) also result in some unrealistic response here. The lack of familiarity with income is reflected in the numbers of omits on Items 239 and 240, which run from 23 per cent and 22 per cent for ninth-grade boys and girls respectively, to 12 per cent and 22 per cent for 12th grade boys and girls respectively. However, the boys' means on Item 239 (expected earnings) do seem to have a slight positive correlation with grade placement. The relationship is most noticeable in the case of Option 11 ("$25,000 or more") and Option 1 ("$2,500 or less"). Choice of Option 11 is positively related to grade placement in the case of boys, apart from the fact that it is the very unrealistic modal response of the small group of boys in Grade 6 and below. Choice of Option 1 is negatively related to grade placement, in the case of the boys. For the girls, the picture is somewhat less clear cut, because of the substantial proportion of girls at all grade levels who expect to be housewives and, therefore choose Option 1 ("$2,500 or less").

The same observations apply to Item 240, "[What] is the least amount of earnings that would satisfy you...?" as far as the unrealisticness of estimates of income is concerned. Both boys and girls in high school give a lower estimate for amount of earnings that would be satisfactory than for expected earnings.

Both boys and girls set their sights lower than their expectations. The level of financial success they say they hope to achieve (Item 363) is not as high as that they expect to achieve (Item 364). Both boys and girls regard it as important for the head of a family to have life insurance (Item 365). The degree of importance attached to it is correlated with grade placement, especially in the case of the boys. Also correlated with grade placement are the amounts that the boys expect to invest in life insurance (Item 366) and in savings accounts (Item 367). Plans for investing in stocks and bonds (Item 368) show no gradient with grade placement, and for real estate investments other than one's own home (Item 369), the correlation with grade placement appears to be negative. This is probably an artifact, however, due to the fact that the boys in the higher grades plan to put a smaller percentage of their savings in real estate than in certain other forms of investment, whereas the boys at the lower grade levels may be less capable of these niceties of distinction, and therefore tend to mark roughly the same option (e.g., "up to an amount equal to three months' salary") for all items in this series (Items 367-369).

Students in the higher grades expect that the ratio of their cash purchases to their credit purchases will be higher than do students in the lower grades (Item 370). This is particularly true in the case of the boys. Boys at the higher grade levels also report saving slightly more of their income than do boys at the lower grade levels (Item 371). No such gradient is apparent for the girls. Neither the boys nor the girls appear to expect to change their present practices on savings during the first five years after they start to earn a living (Item 372). For both boys and girls, the typical response to both Item 371 (amount being saved) and Item 372 (expected policy on savings) appears to be about halfway between "I [expect to] save a definite amount and spend whatever remains", and "I [expect to] save whatever remains after I have bought most of the things I want".

In regard to the purposes of saving currently (Item 373) and after completing their education (Item 374), current savings are reported to be mostly for college or a car in the case of the boys, and for college in the case of the girls, while future savings are expected to be mostly for marriage and family, in the case of both boys and girls.

9. Attitudes and values

Items 350-361 seek to find out what job features are regarded as most important. Thus the responses throw some light on the students' attitudes and values. Most of the job features that are investigated in these items (e.g., good pay, job security, work that seems important, interesting work, freedom to make one's own decisions, opportunity for advancement, congenial co-workers, good supervisor) turn out to be regarded as of considerable importance, e.g., somewhere between Option 3 ("Important") and Option 2 ("Very Important"). Not too surprisingly, major differences are apparent between the boys' attitudes and the girls' in regard to the relative importance of various desirable features. These differences are undoubtedly due, at least partly, to the fact that many girls regard a job not as a career or as a necessity, but rather as a fill-in before marriage; as a way of supplementing a husband's income after marriage, in order to raise the standard of living; or as a way of passing time more enjoyably and profitably than in housework. Girls seem to place a somewhat higher value on congenial co-workers (Item 355) than boys do, although the evidence is not clear on this point, since Item 360, which also deals with co-workers shows no marked difference between the attitudes of boys and girls in this respect. Size of pay check (Items 350, 356) seems slightly more important to the boys than to the girls, and job security (Item 351) seems markedly more important, when just those students in Grade 10 and above are considered. The girls, like the boys, place considerable value on work that seems important (Items 352, 358). The value placed on the following job features shows a much closer relationship with grade placement in the case of the boys, than in the case of the girls:

Interesting work	(Item 357)
Job security	(Item 351)
Freedom to make decisions	(Item 353)
Work that seems important	(Item 352)
Opportunity for advancement	(Item 354)

For girls, as for boys, the value placed on work that seems important (Item 352) is positively correlated with grade placement, though to a lesser degree.

G. Summary and Conclusions

1. Relation of grade placement of 15-year-olds to their scholastic achievement level

Among the total group of 15-year-olds in the United States, scores on almost every test in the TALENT battery show a clear and sharp gradient with respect to grade placement. This gradient, which starts with the Grade 12 students at the top, and runs downward to those in Grade 6 and below, and to the 15-year-olds not in school at all, is particularly pronounced in the case of reading level, mathematics achievement, and achievement in other academic areas.

Thus, in the case of students who are all the same age (e.g., 15), grade placement has considerable utility as an indirect index of scholastic achievement level. This relationship between grade placement and scholastic achievement has somehow managed to survive despite the attenuating effects of all the policies designed to make the grade groups very homogeneous with respect to age that have been imposed in many schools--e.g., 100 per cent promotion, social promotion, no acceleration--and despite the wide differences among schools in type of student body and consequently in standards. All these factors have operated in the direction of making the students in a grade more heterogeneous in scholastic achievement and thus have definitely reduced the relationship of grade placement to achievement level--but the relationship still exists, and is still sizable.

In order to utilize grade placement effectively as an index of scholastic achievement, the student's grade placement must be considered in relation to his age. Reference back to the data of Chapter IV makes this apparent; performance of the 14-year-old ninth-grader in most scholastic areas is vastly better than the performance of the 16-year-old ninth-grader.

2. Eighth-grade 15-year-olds versus ninth-grade 15-year-olds

There is a particularly large difference (in test scores and other factors) between the 15-year-olds still in Grade 8 and those in Grade 9. This is probably because nearly all those in Grade 8 have failed one year or more, while those in Grade 9 are for the most part late starters in the first grade, who have never failed a grade.

3. Background factors related to scholastic achievement level

The following are among the many factors that have been found to have a substantial relationship to the grade placement of the 15-year-old, and thus are tentatively inferred to have a relation to his scholastic achievement level.

a. Father's occupation, father's education, and mother's education.

b. Plans to complete high school. However the relationship is noticeable primarily at the ninth-grade and below. (Hardly any of the 15-year-olds in Grade 10 or above indicate they expect to become dropouts.)

c. Plans to go to a four-year college (rather than a junior college); plans to get graduate degrees; plans to start college right after high school (rather than postponing it to work for a while or to complete military service); plans to go to a liberal arts college, as opposed to an engineering college. (On this type-of-college-planned scale, which is related to grade placement of 15-year-olds, "university" is about midway between liberal arts college and engineering college.)

d. Plans to prepare for and enter any of the following occupational fields: physical science, medicine, law, engineering. Plans to become a teacher are positively correlated with grade placement among 15-year-old girls, but the correlation is negative for boys.

e. Plans for military service. (Boys at the higher grade levels express a preference for postponing completion of their military obligation until they have graduated from college; boys at the ninth-grade level are more likely to plan to enlist right after high school.) Interest in a permanent military career is negatively related to grade placement.

f. Economic plans and expectations: willingness to save money; expected ratio of cash purchases to credit purchases; degree of importance attached to having life insurance; expected income; proportion of income expected to be saved (and particularly the proportion to be put into life insurance or a savings account). It should be noted that the relationship of practically all of the above factors to grade placement occurs primarily for the boys; for the girls the relationships are non-existent, or at best very slight.

g. Value the student places on the following job characteristics: job security, opportunity for advancement, freedom to make decisions, interesting work, work that seems important. For most of these factors, like those discussed under the heading "economic plans and expectations", there is a much closer relationship to grade placement for the boys than for the girls. In fact hardly any of these factors except value attached to "work that seems important" has more than a negligible relationship to grade placement for the girls.

4. Sex differences in test scores

Normative data obtained in the present study has tended to confirm, and has also augmented, the findings of previous research in regard to differential aptitude and achievement patterns of boys and girls.

Of particular noteworthiness is the fact that very pronounced differences are found between boys' means and girls' means in many areas of information; the boys are better informed in some areas and the girls in others. Not only are many of the differences quite large, but, being based on large and carefully established samples, they are also very stable, and indicative of real population differences. It seems clear that these differences in information profile reflect differing interest patterns. Evidence to this effect is provided by the fact that differences in information scores are accompanied by corresponding differences in scores on the Interest Inventory scales.

Boys score considerably higher than girls, on the average, in technical information (information about aeronautics and space, electricity and electronics, mechanics, and engineering), in scientific information, and in the vocabulary of mathematics. They also score much higher than girls in information about sports and various outdoor activities (hunting and fishing in particular). Moreover boys appear to know a little more about social studies, law, and things military. Girls, of course, know more about home economics. They also apparently have more information about music and art (particularly the former), theater and ballet, and names of colors. They know more about clerical practices, a fact which is entirely compatible with the fact that they score considerably higher than boys on the "Office Work Interest" scale of the Interest Inventory. Also compatible with some of the sex differences in information that have been mentioned above are the higher scores of the boys on the following Interest Inventory scales: Mechanical-Technical Interest, Physical Science Interest, Outdoor Recreation Interest, Sports Interest.

In areas other than information and interests, marked differences are also noted. Boys score somewhat higher than girls, on the average, on the Creativity Test, Mechanical Reasoning, Visualization in Two Dimensions, and Visualization in Three Dimensions; also on the Mathematics Test.

Girls, on the other hand, score higher than boys in English, reading comprehension, and most of the other strictly verbal skills. They also do better on rote memorization tests (Memory for Words and Memory for Sentences) and on the various tests of speed and accuracy (for instance, Arithmetic Computation, Clerical Checking, Table Reading, and Object Inspection).

Of particular interest is the fact that boys and girls turn out to be about equal in the Abstract Reasoning Test. This serves to confirm the utility of that test as a control variable, a purpose for which it is being used quite extensively in Project TALENT data analyses.

Chapter VI. SUMMARY AND CONCLUSIONS

A. Summary of Procedure

1. Sample selection and data collection

A probability sample of all 15-year-olds in the United States was established. This sample consisted of roughly four and one-half per cent of all 15-year-olds in Grades 9-12 and slightly less than one-half of one per cent of all other 15-year-olds. The Grade 9-12 segment of the sample was tested as part of the regular Project TALENT testing. A concerted effort was made to locate all members of the other segment, test them if possible, and if they were not in school, to find out at what point in their school careers they had dropped out, and why. A special questionnaire, the "Student Information Blank Supplement" (SIB Supplement), was used to elicit this information and other salient facts about the dropouts.

2. Analysis of data

Appropriate analyses (summarized briefly below) were carried out for the following groups:

a. The sample of 15-year-olds as a whole. Most of the analyses in this category were done for 15-year-olds classified by grade and sex, as well as for the total group.

b. The 15-year-olds not attending school.

c. The regular Project TALENT sample. For most of these analyses the students were classified by age, grade, and sex.

In brief, the data analyses were as follows:

a. For the sample of 15-year-olds.

   1) Percentile norms were established for 15-year-old boys, 15-year-old girls, and the total 15-year-old population, for 52 test score variables.

   2) Corresponding means and standard deviations were obtained for the same 52 variables and also for 22 additional variables.

3) Intercorrelations based on a ten per cent subsample were obtained among 111 score variables, for 15-year-old boys in high school (Grades 9-12), for 15-year-old boys not in high school, and for 15-year-old boys in general; also for the corresponding three categories of 15-year-old girls; also for 15-year-old boys and girls combined.

4) Distributions of responses to 100 SIB items and scores on 18 test variables were obtained, jointly by grade and sex (with the dropout group arbitrarily treated as a "grade"). Along with the distributions, means and standard deviations were also obtained.

b. For the 15-year-olds not attending school.

1) An effort was made to determine whether very many 15-year-olds have dropped out of school, and how many of them might have been able to graduate from high school had they not dropped out.

2) Special analyses of the responses to the SIB Supplements were carried out.

3) An analysis was made, in terms of public secondary school taxonomy groups, of school districts in which the 15-year-old dropouts resided. For purposes of comparison, a similar analysis was also carried out for the 15-year-olds in elementary school (Grade 8 and below), and for Grade 10 students (whatever age).

c. For the regular Project TALENT sample.

In addition to analysis of the data for the sample of 15-year-olds, special analyses were made of the regular Project TALENT sample (Grades 9-12, all ages), in order to provide a background of facts against which the data for the 15-year-olds could be interpreted. These special analyses consisted primarily of age-grade-sex distributions, determination of means and standard deviations of test scores within grade categories and age-grade categories (separately for boys and girls), and intercorrelations by grade and sex.

3. Data available for future analysis

As a result of this study of 15-year-olds, the regular Project TALENT data have been augmented by the following important sets of data:

a. Project TALENT data on the entire eighth grade in certain schools which were in the special sample and accepted the option of testing all eighth-grade students along with the 15-year-olds, instead of just testing the 15-year-olds.

b. Project TALENT data on a sizable probability sample of 15-year-olds in elementary school.

c. SIB Supplements on a comparatively small but informative group of 15-year-olds not attending school. Information acquired by interview has been incorporated in these documents. Test scores are also available for a few of these boys and girls but proved not to be obtainable for most of them.

All of these data have been added to the Project TALENT master tape, and thus will be available for use in any special analyses carried out in the future in which such inclusion would be appropriate.

B. Results and Conclusions

1. Success of the data collection phase

The 15-year-olds in Grades 9-12 who were included in this study were an integral part of the regular Project TALENT sample. As such, there seems to be no reason to doubt that they provide accurate information about that segment of the 15-year-old population that they are assumed to represent, since the sample selected was an extremely large one, carefully established on probability principles, and accurately weighted in accordance with these principles, and since the acceptance rate among the schools invited to participate was phenomenally high (about 93 per cent), with no evidence that the remaining seven per cent were systematically biased in any important way (other than the administrative considerations which in most cases underlay their declination of the invitation).

True, most of the analyses were based on complete fully processed cases only (in other words, the cases tabulated in Table V-1), but this is the same procedure that has been followed thus far in most of the Project TALENT analyses, and careful scrutiny of the data has yielded no reason to suspect that these fully processed complete cases are systematically different in any important way from the other cases in the sample.

In the case of the 15-year-olds in Grade 8 and below, our information on the proportion of the ones who should have been in our sample that were actually located and tested is considerably less clear cut. We know we do not have all of them, of course, but it does seem likely that we have a very substantial proportion of them, particularly at the Grade 8 level. This inference is based in part on the 1960 census data. The same data suggest that we may have a somewhat smaller proportion of the cases at the Grade 7 level. Here, too, most of the data analyses were of necessity limited to the complete fully processed cases. Under the circumstances, it is difficult to know just how representative the cases for which scores are available are, but it seems likely that the results are reasonably sound. The very low scores typically obtained by these elementary school students are certainly compatible with expectation, in view of the fact that most of these boys and girls are at least two years behind the normal grade for their age.

As for the 15-year-olds who are not attending any school, whatever independent evidence we know about (e.g., census data, compulsory education laws, etc.) suggests that there are very few of them and that most of the few there are, are concentrated in a few "pockets". We found (or identified) some of them--certainly not all of them, and probably not as big a percentage of them as was found for the 15-year-old eighth graders, but still an appreciable number. Approximately 40 per cent of those located were interviewed and SIB Supplements were filled out for them. Most of them were apparently unable to take the tests.

2. Suitability of Project TALENT Battery below the high school level

The Project TALENT Battery is apparently reasonably appropriate for Grade 8 students, and possible even for most Grade 7 students, although not designed for these levels. But it is clearly far too difficult to be handled successfully by most of the boys and girls who have dropped out of school by age 15. (Some evidence on these points is mentioned in Paragraphs 4 and 5 below.)

3. Sex differences in test scores

Many researchers have studied differences between boys and girls of high school age in aptitude and achievement levels, but these studies have usually compared boys and girls in the same grade. The present study has provided one of the first large-scale sets of data suitable for a comparison of boys and girls of the same age. Of course, there is bound to be a tremendous degree of similarity in results between studies based on age-matching and studies based on grade-matching, because of the fact that most boys and girls in high school have never been either accelerated or retarded during their school careers, so that to a considerable extent the same boys would be compared with the same girls regardless of the basis of matching. Nevertheless, it is of interest to note that the results for the 15-year-olds are essentially quite similar to results for grade groups falling, in general, somewhere between Grade 9 norms and Grade 10 norms. The patterns of sex differences in mean scores are quite similar to those usually obtained when grade groups are compared. Boys turn out to be slightly better in mathematics and considerably better in technical areas. Girls are better in English and in various linguistic and verbal skills; also in perceptual speed and accuracy.

Boys in a given grade are a little older, on the average, than the girls. Therefore, a small part of the advantage boys gain on tests in certain non-curriculum-linked areas (e.g., Sports Information, Mechanical Reasoning, Creativity) when grade groups are compared vanishes when age groups are compared because the boys no longer have the benefit of the very slightly greater maturation with which their added months of age endow them.

4. The 15-year-old dropout

Outside of a very few localities, there are hardly any 15-year-olds who are not enrolled in school. The localities where there are substantial numbers of 15-year-olds who do not attend school seem primarily to be areas with appreciable numbers of such disadvantaged groups as Negroes, Latin-Americans, and Indians.

Most of the 15-year-olds not in school who were located could not be tested, although many of them were interviewed and provided the information called for by the SIB Supplement.

Those that were not tested were either unable to take the tests (presumably because of inadequate reading and writing skills, though the demands many of the TALENT Battery tests make in these areas are minimal) or unwilling to try. And hardly any of the few who were tested were able to perform at much better than the chance level on the tests. Of 24 boys and girls who took the Reading Comprehension test, only two scored above a ninth-grade percentile of 12, and the median was a ninth-grade percentile of 6. Although actual scores are available for so few of the dropouts, the inability of so many of these boys and girls to take the tests speaks for itself, to some extent. It seems not at all unreasonable to infer, at least tentatively, that almost all of these dropouts are very poor readers.

At least half of these boys and girls, and probably even a larger proportion, do not complete Grade 8, and well under a fifth of them report having completed as much as one year of high school. Furthermore despite the enforcement in many schools in recent years of a policy which, if not exactly "100 per cent promotion", is something quite close to it, well over half of the 15-year-olds who dropped out were below the normal grade for their age when they did so. Some of them were several years behind their age group.

This scholastic retardation, considered in conjunction with the apparent inability of almost all of these boys and girls to cope with the TALENT Battery or to fill out the Student Information Blank--tasks that most ninth graders cope with successfully--strongly suggests that most of the 15-year-old dropouts stand very low in the distribution of scholastic aptitude, and are at a very low level of achievement in areas requiring information, reading ability, reasoning, or other components of scholastic ability.

5. The 15-year-old still in elementary school

Relatively few boys and girls who have reached their fifteenth birthday by March 1 have not reached Grade 9 by then.

In general the 15-year-olds who have not reached Grade 9 are very poor readers and are seriously retarded in educational achievement. This is not surprising since those that manage to finish at least eight grades will require, at the very minimum, nine years to do so, and in most cases ten years, or maybe even more. And some will never finish Grade 8. They will drop out of school as soon as they reach 16.

Nevertheless many of them are able, in general, to perform at better than chance level on some of the tests, and a few of them get quite good scores.

6. The age-grade distribution and its bearing on the dropout situation

At every grade level there are two age groups that account for most of the students; for instance ages 14 and 15 account for most of the Grade 9 students; ages 15 and 16 for Grade 10; ages 16 and 17 for Grade 11; ages 17 and 18 for Grade 12. (This is true for both boys and girls, although the girls in a given grade are a bit younger on the average than the boys.) These age groups should include, among others, all of the students who started Grade 1 at the normal age and have made normal progress in school. For these normally progressing boys and girls, the ratio of the younger of the two age groups in the grade to the older should be approximately two-to-one. The Project TALENT age-grade data suggest quite strongly that accelerated students are more likely to graduate from high school than students who started Grade 1 at the normal age and have made normal progress; and that the normally progressing students are less likely to become dropouts than students who have had to repeat a grade. The latter in turn are less likely to drop out than students who have failed several grades, who, the evidence indicates, are quite unlikely to graduate.

Furthermore, there is some evidence that even within the two-year span of ages that encompasses all normally progressing students, students in the older of the two age groups are considerably more likely to become dropouts than are those in the younger group, almost all of whom will graduate. The excessive dropout among students at the upper end of the normal age range undoubtedly is due in part to the fact that the older group would include some boys and girls who have had to repeat a grade, while the younger group might include a few who have gained a grade (either through early admission into Grade 1 or through acceleration).

But acceleration, early admission, and retardation do not seem to be the whole answer. Apparently, the phenomenon of greater dropout among the older students applies even within the group that has been making normal progress right along. While we do not know the reason, some very preliminary exploratory data analysis seems to support an explanatory hypothesis, which was discussed briefly in Chapter IV, Section F-1 and is broached again in Section 7 below. The results of the exploratory data analysis themselves will not be presented here, because they are too rough and preliminary in nature, and because they are tangential to the purposes of the present study. But the resultant tentative hypothesis is being mentioned, nevertheless, mainly because it concerns an important problem--and therefore may be worth future research, that would either confirm or disprove it. The problem of the slightly over-age student who drops out of high school derives its importance in part from the fact that these are the dropouts who have the greatest potential, and therefore the ones who have the most to lose by dropping out, and in part from the fact that the dropouts in this category are so numerous. While boys and girls in this category (very slightly over-age, or towards the top of the normal age range) are not nearly so likely to drop out as the boy or girl who is several years retarded, the former category, because it contains far more students to start with, contributes a vastly greater proportion of the high school dropouts than does the latter group.

7. A hypothesis concerning high school dropouts who are capable of graduating

Analysis of the Project TALENT data suggests that within the 12-month span of ages that constitutes the normal age range for the students in a given grade in a given locality, there may be a definite gradient of likelihood of graduation, with those at the younger end of span being considerably more likely to graduate than those at the older end. Many of the boys and girls who have made normal progress through school but are near the older end of the age span of approximately 12 months into which normally-progressing students fall are apparently under considerable temptation to drop out when they get to be 17 or 18 years old. One contributing factor is the fact that at age 17 the youngster becomes eligible to enlist in the Armed Forces. Also many more job opportunities open up after 18. A sizable proportion of the girls who are not planning to go to college drop out to get married. Students who are a year or two older than many of their classmates require an unusual amount of motivation to stay on in high school after friends graduate who may be only a month or two older but are a year ahead of them in school.

Most of this discussion about motivating factors is just inference, of course, (or perhaps "educated guess" would be a more precise term) but the extremely sharp drop in numbers of high school students from age 17 to 18 to 19 is a fact. Evidence to this effect is provided not only by the Project TALENT data but also by data about school enrollments from the 1960 census. It is a fact that relatively few students stay in high school past the age of 18 and it is a fact that much of the dropout occurs after Grade 11. All these facts seem compatible with the hypothesis suggested above that with the administrative policies currently prevalent in the schools, month of birth is a non-negligible factor in determining likelihood of graduation.

Insofar as this hypothesis is valid, it probably even extends to the students who lose a year somewhere along the line, instead of making normal progress all the way. Consider, for instance, two hypothetical students, Fred and Joe. Fred, having been born in October, was permitted to start Grade 1 one month before his sixth birthday. Joe, on the other hand, having been born in November, just one month later than Fred, had to wait one full year longer, until he was nearly seven, to start Grade 1. Let us assume that both Fred and Joe have to repeat the eighth grade, and that both of them then go on to high school. When Fred starts Grade 12 he will be nearly 18, just about the same age as some of his classmates who have never had to repeat a grade. Fred is far from a brilliant student (otherwise he would probably not have had to repeat a grade), but he plugs along doggedly, and graduates in June, at the age of 18 years and eight months. Joe, likewise, is not an especially good student, but he is at least as capable as Fred. However Joe, unlike Fred, is only ready to start Grade 11 when he is nearly 18. Most of his classmates are not even 17 yet; some of them, not markedly better students than he, have not even reached their sixteenth birthdays. Joe realizes he will be an old man of nineteen-and-a-half when he graduates. He gets disgusted, and after a few months in Grade 11 he drops out of school and enlists. Joe could have graduated from high school. He had the necessary ability; we know that, because we have hypothesized that he was as capable as Fred, who did graduate. This little tale about Fred and Joe illustrates our hypothesis about the effect of month of birth. The student who is close to his seventh birthday when he starts Grade 1 enters with a built-in disadvantage that decreases the probability of his graduation from high school. A corollary is that if by chance or otherwise he loses another year chronologically somewhere along the line (as Joe did), the odds against his graduating become very large. Applying our hypothesis to our sample of 15-year-olds, we would conclude that the boy born in September or October 1944 is somewhat more likely to graduate from high school than the boy born in November or December 1944. Time will tell whether this supposition is correct. Or, to put it a little more precisely, time and our follow-up of the Project TALENT students who were in Grades 9 and 10 when tested will tell.

8. The dropout: recapitulation and possible partial solutions

A great deal of confusion about "dropouts" has occurred because the term covers such a wide range, including both seriously educationally retarded students who leave school at age 16 or earlier without ever having reached senior high school, and the "near misses" who stay in school until they reach an age when many boys and girls are graduating from high school--about 17 or 18--but do not themselves graduate. Generalizing about "the dropout" without making this distinction has led to confusion. The non-entrants into high school and the high school dropouts must be considered separately. It is being widely quoted that "70 per cent of the dropouts have normal or above-normal intelligence". Project TALENT results have shown that boys and girls are about equally likely to drop out of school, and that most non-graduates leave school at age 17 or 18 and finish at least the tenth grade; a large proportion of them finish the eleventh grade. Most such students have enough aptitude that they could finish high school if they remained a year or two longer. However the most that can be expected from many of them is that they will stay in school as long as the average graduate, or at the very most until about age 18.

The situation is aggravated by the fact that school systems with midyear entering classes and midyear promotions are rare. This means that boys and girls whose sixth birthdays fall just after the cut-off date for admission to the first grade have to wait a whole year instead of just half a year. It means, furthermore, that if a child has to repeat a class he loses a whole year instead of half a year. Possibly, then, some reduction in the number of high school dropouts could be achieved if schools that are large enough to make such an action economically feasible resumed the once popular practice of having midyear entry and midyear promotion.

Another approach that might be helpful, whether the school system has midyear entry or not, would be to attack the problem of the "near misses" from the other end, by enabling them to obtain high school diplomas without staying in school much past their eighteenth birthday. Of course it is possible to do this now, but more explicit programs, designed especially for those who are a little older than most of their classmates and yet seem to have the ability to finish a high school course of study by the normal age of 17 or 18 if allowed to make up for lost time, might have an important impact in lessening the amount of non-graduation of these "near misses". Approaches that might be incorporated into these "extra-effort" programs might include special remedial instruction (perhaps of a programmed nature) to supplement normal instruction, and special scheduling. For example, if a student of at least average ability is close to seven years old when he starts the first grade, it might be entirely possible during the next 12 years to schedule his grade progression in such a way that he has a chance to graduate at age 17 like the luckier boy who was six when he started. The same thing might be done for those who lose a year somewhere along the way but seem to have sufficient ability that they would profit from the special scheduling.

A concerted effort to keep in touch with the "near miss" youngsters who, despite all efforts to keep them from doing so, leave school at age 17 or 18, after having reached Grade 11 or 12, and to encourage them to finish the work for a high school diploma, through correspondence courses, night school, or other special programs,might also prove worthwhile.

Furthermore, these special approaches might even help some of those who are more than just one year behind their age group in grade placement, since this group of youngsters who have had to repeat a couple of grades, and thus may be regarded as being chronologically retarded to a serious extent, may include some boys and girls who do have the ability to reach the minimum 12th-grade-performance level if they are given a special schedule and extra help, practice, and remedial instruction. Even among the 15-year-old group in Grade 8, perhaps as many as ten per cent might be salvageable in such a way.

It is recognized, of course, that many chronologically retarded youngsters are so educationally retarded because of unfortunate environment and other factors that they would probably not be able to be brought up to the 12th-grade-performance level that would justify a high school diploma. Most of those dropping out of school earlier than age 17 are very seriously retarded in basic skills and educational achievement.

The ones who drop out before high school are typically 16 years old and in the eighth grade, where the modal age is 13; their basic skill and achievement level is seriously below the Grade 8 level. There appears to be hardly any dropout at the elementary school level among those who enter school at age six, can read at their grade level, and appear to have the potential to graduate at age 17.

Perhaps the greatest impact on the early dropout problem might be an all-out effort to improve the reading skills and other basic educational skills (the "three R's", in other words) of the weaker students in the elementary grades.

9. Age, grade, and ability

It has frequently been pointed out in the past that the variability of students within a grade, not only in aptitudes but in scholastic achievement, is far greater than the variability among grade means. The present study has confirmed this, showing that many students score much higher than the average student several grades above them. The study has also shown that the variability within an age group is enormous, in comparison with the variability among group means.

The means for 15-year-olds fall somewhere between the Grade 9 means and the Grade 10 means. On most tests the 15-year-old population is neither markedly more variable nor markedly less variable than the Grade 9 population or the Grade 10 population. This is not at all surprising, of course, since grade and age are quite closely linked in most schools--a situation brought about by the fairly widespread administrative policy of lockstepping students in a one-grade-per-year progression, with relatively little retardation and even less acceleration or early admission to Grade 1.

Nevertheless these factors (acceleration, retardation, etc.) do operate to some limited extent, sufficient to eliminate the perfect correspondence between grade and age. The outcome is a very close inverse relationship between age and performance on some tests, within a single grade group, accompanied by an even more pronounced direct relationship between grade placement and test performance within a single age group (e.g., 15).

But it is advisable to avoid falling into the trap of mistaking the mean for the individual. If we know a student's age and what grade he is in we may have a fairly good idea as to whether he will do well or poorly on certain aptitude and achievement tests, but we won't know how well, or how poorly, since even within groups that are homogeneous with respect to both grade and age there may still be tremendous variability in test scores.

C. A Final Word

One of the most important outcomes has been the development of national norms on a very wide variety of aptitude and achievement variables, on the basis of an extremely large sample (close to 75,000 boys and girls), representing a complete age group. Since the particular age group on which the study was based was age 15, some of our readers may wonder whether this doesn't open up a need for parallel studies on other age groups--age 16, age 17, age 18, etc. The answer to this is that the data we have amassed on the 15-year-old, together with the supplementary information on high school students of all ages in all grades, provide us with the basis for extending the data analysis to get useful estimates about the distributions of the variables under consideration, for complete age populations other than age 15. In other words inherent in the data collected for the present study and for the main Project TALENT study, are the answers to questions about what our 15-year-old population was like when it reached age 16, what it was like at age 17, and what it will be like at age 18.

The answers to these questions are embedded in the data, and methods will have to be developed for extracting them. It is anticipated that such methods can be developed, thus greatly extending the utility of the present data, by making it yield information about the distribution of various aptitudes, and achievement in various areas, for a population of young adults.

APPENDIX A

MISCELLANEOUS REFERENCE MATERIALS

		Page
Part 1.	Supplement for the Student Information Blank	A-2
Part 2.	Project TALENT School Taxonomy Code for Public Secondary Schools	A-9
Part 3.	Composition of the Project TALENT Battery	A-10
Part 4.	Six *a priori* Composites of TALENT Tests	A-15

Appendix A: Part 1

SUPPLEMENT FOR THE STUDENT INFORMATION BLANK

Directions:

1. Fill in the information below.
2. If you are not enrolled in any school, answer only questions 1 - 11.
3. If you are a high school graduate answer only questions 12 - 18.
4. Do not answer questions 19 to 33. These are for the interviewers use only.

Name ______________________________
Last First Middle

Testing number ______________ School code number ______________

Name and address of the last school you attended.

Name of school ______________________________

City ______________ State ______________

DO NOT WRITE IN THE SPACE BELOW.

FOR INTERVIEWERS USE ONLY

Additional Identification Data for 15-Year-Olds Who do not Appear for Testing

Street & house number ______________________________
House number Street

City ______________ Zone ____ State ______________

Father' name ______________________________
Last First Middle

Mother's maiden name ______________________________
Last First

Date of interview ______________________________

Age _____ Date of birth ______________ Sex: M F

(Directions for the interviewer appear on page 7.)

QUESTIONS 1-11 FOR THOSE WHO ARE NOT ENROLLED IN ANY SCHOOL

1. When did you leave school?

   Month ______________________________

   Year ______________________________

2. Why did you leave school? (Write in your answer.)

   ____

   ____

   ____

   ____

   ____

3. Have you thought about returning to school? (Place an X in the parentheses.)

   ( ) 1. Yes
   ( ) 2. No

   If yes, under what conditions would you return to school?

   ____

   ____

   ____

   ____

   ______________ ______________

4. How many different jobs have you had since you left school?

   ( ) 1. None
   ( ) 2. One
   ( ) 3. Two
   ( ) 4. Three
   ( ) 5. Four
   ( ) 6. Five or more

5. Have you been working regularly since you left school?

   ( ) 1. Yes
   ( ) 2. No

6. How much of the time have you been out of work since you left school? (Mark one.)

   ( ) 1. All the time
   ( ) 2. About 3/4 of the time
   ( ) 3. About 1/2 of the time
   ( ) 4. About 1/4 of the time
   ( ) 5. None of the time

7. What kind of work are you doing? (If you are not working, what did you do last?) Write in ________

   ____

   ____

   Mark one:

   ( ) 1. Farm or ranch worker
   ( ) 2. Worker or laborer
   ( ) 3. Private household worker
   ( ) 4. Service worker
   ( ) 5. Semi-skilled worker
   ( ) 6. Skilled worker
   ( ) 7. Clerical worker
   ( ) 8. Sales
   ( ) 9. Manager or owner
   ( ) 10. Professional or technical

8. Who is your employer? Write in __

   ____

   ____

   Mark one:

   ( ) 1. A large company or industry
   ( ) 2. A small local company or industry
   ( ) 3. A retail business
   ( ) 4. An individual employer
   ( ) 5. I am self-employed.
   ( ) 6. The local or community government
   ( ) 7. A school or college
   ( ) 8. The state or national government (except schools)
   ( ) 9. I am not working now, and I have not worked since I left school.

9. How much money do you make in a week?

( ) 1. Less than $20 a week
( ) 2. $20 - $39 a week
( ) 3. $40 - $59 a week
( ) 4. $60 - $79 a week
( ) 5. $80 - $99 a week
( ) 6. $100 or more a week

10. On the average, how many hours a week do you usually work?

( ) 1. None
( ) 2. 1 to 10 hours a week
( ) 3. 11 to 20 hours a week
( ) 4. 21 to 30 hours a week
( ) 5. 31 to 40 hours a week
( ) 6. More than 40 hours a week

11. In your last year in school, how good were your grades?

( ) 1. All A's
( ) 2. Mostly A's
( ) 3. Mostly A's and B's
( ) 4. Mostly B's and C's
( ) 5. Mostly C's and D's
( ) 6. Below D

STOP HERE. Pass in your booklet.

QUESTIONS 12-18 FOR HIGH SCHOOL GRADUATES ONLY.

12. When did you graduate from high school?

________ Month ________ Year

13. How old were you when you graduated from high school?

________ Years ________ Months

14. What was your position in your high school graduating class?

( ) 1. First in my class
( ) 2. Not first in my class, but in the top 5%
( ) 3. In the top 6% to 10%

15. About how many students were there in your high school graduating class?

( ) 1. Under 10
( ) 2. 11 - 25
( ) 3. 26 - 50
( ) 4. 51 - 100
( ) 5. 101 - 250
( ) 6. Over 250

16. What is the name and location of the college or university you are attending (or expect to attend)?

Name ________________

City ________________

State ________________

17. What type of college or university is this? (Mark one.)

( ) 1. A teachers college
( ) 2. An agricultural college
( ) 3. An engineering college
( ) 4. A liberal arts college
( ) 5. A college specializing in music or fine arts
( ) 6. A university which includes many of the above colleges
( ) 7. None
( ) 8. Other type (specify) ________

____

____

18. What is your college major? If you have not yet chosen a major, in what do you expect to major?

____

____

STOP HERE. Pass in your booklet.

FOR THE INTERVIEWER ONLY

If you are taking the tests at school, do not answer these questions.

19. What was the highest grade in school that you completed? (Obtain to the nearest semester.)

____

20. How old were you when you started the first grade?

____

21. With whom do you live? (Ask about parents, brothers, sisters, other relatives, boarders, roomers, etc. If not living at home, ask who lives in their home as well as with whom they are living.) ______________

____

____

____

_____ Number of people in the home.

22. Who is the breadwinner in your family? (Mark one.)

( ) 1. Father
( ) 2. Mother
( ) 3. Step-father
( ) 4. Male guardian
( ) 5. Step-mother
( ) 6. Brother
( ) 7. Sister
( ) 8. Other (specify) __________

____

23. What is the breadwinner's occupation? Write in ______________

____

Place an X in one:

( ) a. Farm or ranch owner and/or manager
( ) b. Farm or ranch foreman
( ) c. Farm or ranch worker
( ) d. Workman or laborer
( ) e. Private household worker
( ) f. Protective worker
( ) g. Service worker
( ) h. Semi-skilled worker
( ) i. Skilled worker or foreman
( ) j. Clerical worker
( ) k. Salesman
( ) l. Manager
( ) m. Official
( ) n. Proprietor or owner
( ) o. Professional
( ) p. Technical
( ) q. Doesn't know and cannot obtain

24. For whom does the breadwinner work? Write in ________________

____

Place an X in one:

( ) 1. A large company or industry
( ) 2. A small local company or industry
( ) 3. A retail business
( ) 4. An individual employer
( ) 5. He (she) is self employed.
( ) 6. The local or community government
( ) 7. A school or college
( ) 8. Military services
( ) 9. The state or national government (except military services or schools)
( )10. Doesn't know and cannot obtain

25. How much education does your father (or guardian) have?

( ) 1. None, or some grade school
( ) 2. Completed grade school
( ) 3. Some high school, but did not graduate
( ) 4. Graduated from high school
( ) 5. Vocational or business school after high school
( ) 6. Some junior college or regular college after high school
( ) 7. Graduated from a regular 4-year college
( ) 8. Master's degree
( ) 9. Some work toward PhD. or professional degree
( )10. Completed PhD. or professional degree
( )11. Doesn't know

26. How much education does your mother (or guardian) have?

( ) 1. None, or some grade school
( ) 2. Completed grade school
( ) 3. Some high school, but did not graduate
( ) 4. Graduated from high school
( ) 5. Vocational or business school after high school
( ) 6. Some junior college or regular college after high school
( ) 7. Graduated from a regular 4-year college
( ) 8. Master's degree
( ) 9. Some work toward PhD. or professional degree
( )10. Completed PhD. or professional degree
( )11. Doesn't know

27. How many rooms are in your home? Count bathrooms, bedrooms, kitchen, living room, enclosed porch, etc.

( ) 1. One
( ) 2. Two
( ) 3. Three
( ) 4. Four
( ) 5. Five
( ) 6. Six
( ) 7. Seven or eight
( ) 8. Nine or ten
( ) 9. Eleven or twelve
( )10. Thirteen or fourteen
( )11. Fifteen or sixteen
( )12. Seventeen or more

Interviewer, Ask Number 28 and 29 of Boys Only.

28. What do you expect to do about the military service?

( ) 1. Enlist as soon as I am of age
( ) 2. Enlist after I have worked for a few years
( ) 3. Wait until I am drafted
( ) 4. Never serve because I do not think I can pass the physical examination
( ) 5. Never serve for other reasons
( ) 6. Other (specify) ____________

____

29. In which branch of the service do you expect to serve?

( ) 1. Air Force
( ) 2. Army
( ) 3. Navy
( ) 4. Marine Corps
( ) 5. Coast Guard
( ) 6. Air Force Reserves or National Guard
( ) 7. Army Reserves or National Guard
( ) 8. Navy Reserves
( ) 9. Marine Corps Reserves
( )10. Coast Guard Reserves

30. How old do you expect to be when you marry?

( ) 1. I am already married
( ) 2. 17 years old or younger
( ) 3. 18 years old
( ) 4. 19 years old
( ) 5. 20 years old
( ) 6. 21 or 22 years old
( ) 7. 23 or 24 years old
( ) 8. 25 or 26 years old
( ) 9. 27 to 29 years old
( )10. 30 to 35 years old
( )11. 36 or older
( )12. I don't expect to marry.

(If not married: Are you engaged?)

____

31. How many children do you expect to have after you marry?

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. More than 4 (specify)

____

32. How would you describe your health for the past 3 years?

( ) 1. Excellent
( ) 2. Very good
( ) 3. Good
( ) 4. Average
( ) 5. Poor
( ) 6. Very poor

33. Do you have any physical disability? (If yes, list.)

____
____
____
____
____
____

INTERVIEWER DIRECTIONS

Questionnaire for 15-Year-Olds

School Drop-Outs
High School Graduates

Fifteen-year-olds to be interviewed are school drop-outs and high school graduates who do not agree to appear for testing. The reason for not being tested should be indicated below and entered on Record Form Z.

In some cases in which school drop-outs do appear for testing, it may be necessary to interview them if they have difficulty in completing the questionnaires by themselves.

Fill in all of the information on page 1. Ask questions 1 through 11 of school drop-outs; questions 12 through 18 of high school graduates; and questions 19 through 33 of both groups.

Assign each fifteen-year-old a testing number. Give him an Identification Card, and explain the purpose and nature of the follow-up. After the interview has been completed, fill in Record Form Z from the information on the first page.

Please try to interview the 15-year-old. If this is not possible, interview the parent, a guardian, a relative, or anyone else who would have first-hand information on this person. Information from public records should be obtained whenever possible. Record each answer as indicated in the item. In most items this will be by placing an "X" in the parentheses to the left of the option. In other items you are to write in the answers.

Respondent

( ) 1. The 15-year-old
( ) 2. Father
( ) 3. Mother
( ) 4. Step-father
( ) 5. Male guardian or foster father
( ) 6. Step-mother
( ) 7. Female guardian or foster mother
( ) 8. Brother or sister
( ) 9. Other (specify) ____________
____

Comments (Continue on page 8, if necessary.)
Reason for not being tested:

Information from public records:

Information from other sources (specify):

Appendix A: Part 2

Project Talent School Taxonomy Code
for Public Secondary Schools

10. Vocational high schools

All vocational and trade high schools

21-64. Non-vocational high schools: (General comprehensive, academic or college preparatory, university high schools, and schools for superior students)

21-22. Cities "A": Largest cities (1,500,000 or more)
- 21. Low economic level*
- 22. Moderate and high economic level*

31-32. Cities "B": Large cities (250,000-1,499,999)
- 31. Low economic level*
- 32. Moderate and high economic level*

41-44. Northeast: U.S.O.E. Regions 1 and 2 (Me., N.H., Vt., Mass., R.I., Conn., N.Y., N.J., Pa., Del., Md., D.C.)
- 41. Urban (5,000-249,999) - low economic level*
- 42. Urban (5,000-249,999) - moderate and high economic level*
- 43. Small town
- 44. Rural

51-54. Southeast: U.S.O.E. Region 5 (Va., W.Va., N.C., S.C., Ga., Fla., Ky., Tenn., Ala., Miss., Ark., La.)
- 51. Urban (5,000-249,999) - low economic level*
- 52. Urban (5,000-249,999) - moderate and high economic level*
- 53. Small town
- 54. Rural

61-64. Midwest and West: U.S.O.E. Regions 3, 4, 6, 7, 8, 9 (All states other than those listed above)
- 61. Urban (5,000-249,999) - low economic level*
- 62. Urban (5,000-249,999) - moderate and high economic level*
- 63. Small town
- 64. Rural

---

*Economic level is based on response to Item 87 of the General School Characteristics Questionnaire.
"Low" means responses 3, 6, 7.
"Moderate or high" means responses 1, 2, 4, 5, 8, 9.

Item 87 is as follows:

87. The residences in the area served by your school are best described as primarily

( ) 1. expensive private homes.
( ) 2. moderate-priced homes.
( ) 3. low-cost homes.
( ) 4. high-rental apartments.
( ) 5. moderate-rental apartments.
( ) 6. low-rental apartments.
( ) 7. low-income areas.
( ) 8. about equally apartments and homes.
( ) 9. Students are resident students - cannot estimate.

Appendix A: Part 3

Composition of the Project TALENT Battery

APTITUDE AND ACHIEVEMENT TESTS

Variable #**		Options per item	No. of items	No. of minutes working time*	No. of scores	Scoring Formula ***
	Information Test:					
	Part I	5	(252)	90	(16)	
	Subscales				(15)	
101	1. Screening		12		1	R
102	2. Vocabulary		21		1	R
103	3. Literature		24		1	R
104	4. Music		13		1	R
105	5. Social Studies		24		1	R
106	6. Mathematics		23		1	R
107	7. Physical Science		18		1	R
108	8. Biological Science		11		1	R
109	9. Scientific Attitude		10		1	R
110	10. Aeronautics and Space		10		1	R
111	11. Electricity and Electronics		20		1	R
112	12. Mechanics		19		1	R
113	13. Farming		12		1	R.
114	14. Home Economics		21		1	R
115	15. Sports		14		1	R
190	Part I Total		(252)		1	R

Composition of the Project TALENT Battery (Continued)

Variable	Information test	Options per item	No. of items	No. of Minutes working time *	No. of scores	Scoring Formula***
# **	Part II	5	(143)	35	(25)****	
	Subscales				(22)	
131	1. Art		12		1	R
132	2. Law		9		1	R
133	3. Health		9		1	R
134	4. Engineering		6		1	R
135	5. Architecture		6		1	R
136	6. Journalism		3		1	R
137	7. Foreign travel		5		1	R
138	8. Military		7		1	R
139	9. Accounting, business, sales		10		1	R
140	10. Practical knowledge		4		1	R
141	11. Clerical		3		1	R
142	12. Bible		15		1	R
143	13. Colors		3		1	R
144	14. Etiquette		2		1	R
145	15. Hunting		5		1	R
146	16. Fishing		5		1	R
147	17. Outdoor activities (other)		9		1	R
148	18. Photography		3		1	R
149	19. Games (sedentary)		5		1	R
150	20. Theater and ballet		8		1	R
151	21. Foods		4		1	R
152	22. Miscellaneous		10		1	R
	Overlapping Subscales				(2)****	
162	Vocab. (overlapping other scales)		(9)		1	R
163	Outdoor activities (Hunting + Fishing + other)		(19)		1	R
192	Part II Total (including 10 misc. items)		(143)		1	R
	Parts I + II combined		(395)	(125)	(2)****	
172	Vocabulary scale (Variables 102 + 162)		(30)		1	R
100	Grand Total		(395)		1	R

Composition of the Project TALENT Battery (Continued)

Variable # **		Options per item	No. of items	No. of minutes working time*	No. of scores	Scoring Formula***
211	Memory for Sentences Study	-	(40 sentences)	6	-	
	Test	5	16	10	1	R
212	Memory for Words Study	-	(24 words)	2	-	
	Practice	-	(24)	2	-	
	Test	5	24	4	1	R
220	Disguised Words	5	30	3	1	R
	English		(113)	52	(6)	
231	1. Spelling	5	16		1	R
232	2. Capitalization	2	33		1	R
233	3. Punctuation	3-5	27		1	R
234	4. English usage	3-5	25		1	R
235	5. Effective expression	3-5	12		1	R
230	Total		(113)		1	R
240	Word Functions in Sentences Directions	-	-	$2\frac{1}{2}$		
	Test	5	24	15	1	R
250	Reading Comprehension	5	48	30	1	R
260	Creativity	5	20	20	1	R
270	Mechanical Reasoning	3-5	20	11	1	R
281	Visualization in Two Dimensions	5	24	4	1	R
282	Visualization in Three Dimensions	5	16	9	1	R
290	Abstract Reasoning	5	15	11	1	R
	Mathematics			50	(5)	
311	Part I. Arithmetic Reasoning	5	16		1	R
312	Part II. Introductory	5	24		1	R
320	Subtotal (Parts I + II)		(40)		1	R
333	Part III. Advanced	5	14		1	R
340	Total (Parts I + II + III)		(54)		1	R
410	Arithmetic Computation	5	72	9	3	R, A, F*****
420	Table Reading	5	72	3	3	R, A, F*****
430	Clerical Checking	2	74	3	3	R, A, F*****
440	Object Inspection	5	40	33	3	R, A, F*****
MISCELLANEOUS						
500	Preferences Test	2	166	3	1	A
	Themes	-	(2)	(10+)		
	My views about an ideal occupation		1	5+		
	What high school means to me		1	5+		

Composition of the Project TALENT Battery (Continued)

Variable # **		Options per item	No. of items	No. of minutes working time*	No. of scores	Scoring Formula***
INVENTORIES						
	Student Activities Inventory	5	(150)	20		
	Regular Scales		(108)		(10)	
601	Sociability		12		1	R
602	Social Sensitivity		9		1	R
603	Impulsiveness		9		1	R
604	Vigor		7		1	R
605	Calmness		9		1	R
606	Tidiness		11		1	R
607	Culture		10		1	R
608	Leadership		5		1	R
609	Self-Confidence		12		1	R
610	Mature Personality		24		1	R
	Miscellaneous		42			
	Interest Inventory	5	205	20	****	
	Part I. Occupations		(122)			
	Part II. Activities		(83)			
	Scales: ("core items")		(173)		(17)	
701	Physical Science, engineering, math		16		1	F*****
702	Biol. Sci. and Medicine		8		1	F*****
703	Public Service		11		1	F*****
704	Literary-linguistic		16		1	F*****
705	Social Service		12		1	F*****
706	Artistic		7		1	F*****
707	Musical		5		1	F*****
708	Sports		8		1	F*****
709	Outdoor recreation		3		1	F*****
710	Business-Management		14		1	F*****
711	Sales		6		1	F*****
712	Computation		10		1	F*****
713	Office Work		7		1	F*****
714	Mechanical-Technical		15		1	F*****
715	Skilled trades		18		1	F*****
716	Farming		7		1	F*****
717	Labor		10		1	F*****
	Miscellaneous: "non-core items"		(32)			
	Student Information Blank	2-36	(394)	80		

Composition of the Project TALENT Battery (Continued)

NOTES

* Does not include the time used for giving directions except where otherwise indicated. (The exceptions occur where comprehension of directions is considered an integral part of the testing time allowance.)

** The code for a variable consists of the variable number prefixed by a letter representing the scoring formula. The scoring formula letters have the following meanings:

R = no. of right responses
W = no. of wrong responses
A = no. of items attempted
F = formula score, where the formula is a function of R and W, or R and A, or of variable weights for item responses.

*** This column shows the kinds of scores that have been obtained routinely for all Project TALENT cases.

**** The scoring of Information test: Part II and the Interest Inventory is extremely flexible since each student's responses to the individual items were punched on cards. Items can (and will) be combined to form additional scales besides those indicated in this table.

***** F-410 = R-3W
F-420 = R-W
F-430 = R-3W
F-440 = R-W

Interest Inventory Scores (F-701 to F-717)

Each item is scored as follows:

Response	Option	Item Score
A	Like very much	1
B	Like fairly well	2
C	Indifferent or don't know	3
D	Dislike a little	4
E	Dislike very much	5
Omit		3

Appendix A: Part 4

Six *a priori* Composites of TALENT Tests

Composite Code	Composite	Test	No. of items	Approx. Stand. Score Weight	Raw Score Weight
C-001	IQ Composite	R-250 Rdg. Comp.	48	2	3
		R-290 Abst. Reas.	15	1	5
		R-311 Math I	16	1	4
		C-001 Total	283		
C-002	Gen. Academic Aptitude Composite	R-106 Math Info	23	2	2
		R-172 Vocab. I + II	30	1	1
		R-230 English Total	113	5	3
		R-250 Rdg. Comp.	48	4	3
		R-260 Creativity	20	1	2
		R-290 Abst. Reas.	15	1	2
		R-311 Math I	16	3	-
		R-312 Math II	24	4	-
		R-320 Math I + II	40	-	5
		C-002 Total	829		
C-003	Verbal Composite	R-103 Lit. Info	24	1	1
		R-172 Vocab. I + II	30	1	1
		R-230 English Total	113	2	1
		C-003 Total	167		
C-004	Quantitative Composite	R-106 Math Info	23	1	2
		R-311 Math I	16	1	3
		R-312 Math II	24	2	4
		R-333 Math III	14	1	4
		C-004 Total	246		
C-005	Technical Composite	R-107 Phys.Sci.Info	18	2	1
		R-108 Biol.Sci.Info	11	1	1
		R-110 Aero.Sp.Info	10	1	1
		R-111 Elec. Info	20	2	1
		R-112 Mech. Info	19	2	1
		R-270 Mech. Reas.	20	2	1
		C-005 Total	98		
C-006	Scientific Aptitude Composite	C-001 IQ Composite	283	1	1
		C-004 Quant. Composite	246	1	1
		C-005 Tech. Composite	98	1	3
		R-260 Creativity	20	1 *	12 *
		C-006 Total	1063		

*For Tables V-2, V-3, V-4, and V-5, the raw score weight used was 3 instead of 12, making the standard score weight approximately 1/4 instead of 1.

APPENDIX B

INTERCORRELATIONS AMONG 60 PROJECT TALENT TEST SCORES BY GRADE AND SEX

For Grades 9 and 12, boys and girls

Based upon Subsample 0
(Students in approximately 10 per cent of the schools in the regular Project TALENT sample)

Complete cases only; unweighted

Table No.	Group	No. of Cases	Page
B-1	Grade 9 boys	3915	B-2
B-2	Grade 9 girls	3864	B-4
B-3	Grade 12 boys	3027	B-6
B-4	Grade 12 girls	3061	B-8

Table B-1

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 9 (N = 3915) from Subsample 0

cription		1 R-101 SCREEN.	2 R-102 VOCAB.	3 R-103 LIT.	4 R-104 MUSIC	5 R-105 SOC.STUD.	6 R-106 MATH	7 R-107 PHYS.SCI.	8 R-108 BIOL.SCI.	9 R-109 SCI.ATT.	10 R-110 AERO.-SP.	11 R-111 ELEC.	12 R-112 MECH.	13 R-113 FARM.	14 R-114 HOME EC.	15 R-115 SPORTS	16 R-190 INF.TOT.	17 R-211 MEM./SENT.	18 R-212 MEM./WDS.	19 R-220 DISG.WDS.	20 R-231 SPELLING	21 R-232 CAP.	22 R-233 PUNCT.	23 R-234 ENG.USAGE	24 R-235 EFF.EXP.	25 R-230 ENG.TOT.	26 R-240 WD.FUNCT.	27 R-250 RD.COMP.	28 R-260 CREAT.	29 R-270 MECH.REAS.	30 R-281 VIS.2DIM.	MEAN	S.D.
REEN.	1		513	433	391	553	351	444	398	445	355	380	507	483	433	471	607	239	266	393	403	472	429	417	351	529	273	480	355	324	227	10.8940	1.7803
CAB.	2	513		717	646	762	647	721	671	623	648	629	668	609	541	600	892	276	432	601	504	504	609	569	503	680	512	760	606	588	342	10.7972	4.1468
T.	3	433	717		653	731	605	629	599	536	578	501	505	468	466	566	810	214	395	512	458	447	554	489	426	602	472	701	533	449	274	10.0587	4.1989
JSIC	4	391	646	653		637	569	579	523	464	524	484	468	406	449	528	739	159	374	530	415	372	491	433	383	528	451	617	500	406	260	4.7928	2.8210
C.STUD.	5	553	762	731	637		652	701	629	582	592	550	564	563	514	651	875	243	441	550	514	513	625	537	478	677	508	764	550	484	315	12.7236	5.6505
TH.	6	351	647	605	569	652		649	533	489	528	552	481	432	451	526	766	218	406	489	470	394	584	456	404	584	561	636	525	481	311	6.9839	3.9220
YS.SCI.	7	444	721	629	579	701	649		649	530	617	668	580	548	491	504	834	247	382	489	435	447	554	476	416	592	470	660	533	558	307	8.3172	3.8673
OL.SCI.	8	398	671	599	523	629	533	649		505	564	557	562	553	478	459	762	226	342	437	377	391	483	459	399	534	427	623	503	510	276	5.3448	2.4428
I.ATT.	9	445	623	536	464	582	489	530	505		487	448	513	485	423	491	691	226	327	455	365	422	502	471	445	558	404	619	479	456	275	5.1050	2.0529
RO.-SP.	10	355	648	578	524	592	528	617	564	487		585	550	448	434	456	734	203	307	429	325	350	454	419	365	485	395	617	526	530	274	4.0498	2.3358
EC.	11	380	629	501	484	550	552	668	557	448	585		636	496	458	357	744	200	274	383	315	356	427	385	336	463	369	539	516	576	299	7.6904	3.9699
CH.	12	507	668	505	468	564	481	580	562	513	550	636		611	516	438	756	250	290	429	364	417	469	452	389	532	335	559	523	578	321	10.3870	3.5937
RM.	13	483	609	468	406	563	432	548	553	485	448	496	611		471	434	694	262	294	384	378	414	460	446	371	526	338	552	444	473	252	7.0815	2.6166
ME EC.	14	433	541	466	449	514	451	491	478	423	434	458	516	471		397	656	230	263	367	334	364	419	387	342	469	335	490	437	384	243	7.3446	2.9086
ORTS	15	471	600	566	528	651	526	504	459	491	456	357	438	434	397		697	176	371	471	442	455	518	472	416	584	432	599	450	367	262	6.7711	3.1296
F.TOT.	16	607	892	810	739	875	766	834	762	691	734	744	756	694	656	697		294	463	615	544	556	675	606	532	739	564	821	664	634	376	118.3481	38.0050
M./SEN.	17	239	276	214	159	243	218	247	226	226	203	200	250	262	230	176	294		323	204	219	280	280	299	251	338	176	296	253	236	183	8.4284	3.0945
M./WDS.	18	266	432	395	374	441	406	382	342	327	307	274	290	294	263	371	463	323		393	390	338	415	358	321	459	394	463	344	295	235	9.6414	4.7561
SG.WDS.	19	393	601	512	530	550	489	489	437	455	429	383	429	384	367	471	615	204	393		518	412	528	493	402	591	462	614	509	433	330	11.9985	6.2757
ELLING	20	403	504	458	415	514	470	435	377	365	325	315	364	378	334	442	544	219	390	518		490	583	494	423	731	444	543	394	262	187	7.5379	2.9569
P.	21	472	504	447	372	513	394	447	391	422	350	356	417	414	364	455	556	280	338	412	490		598	546	460	821	358	509	388	379	286	27.5341	4.8987
NCT.	22	429	609	554	491	625	584	554	483	502	454	427	469	460	419	518	675	280	415	528	583	598		619	542	866	582	655	508	469	304	14.9752	4.7097
G.USAGE	23	417	569	489	433	537	456	476	459	471	419	385	452	446	387	472	606	299	358	493	494	546	619		528	806	426	581	440	421	289	14.8777	3.7790
.EXP.	24	351	503	426	383	478	404	416	399	445	365	336	389	371	342	416	532	251	321	402	423	460	542	528		704	398	553	423	350	259	7.2370	2.6012
G.TOT.	25	529	680	602	528	677	584	592	534	558	485	463	532	526	469	584	739	338	459	591	731	821	866	806	704		558	715	543	485	340	72.1619	15.1390
.FUNCT.	26	273	512	472	451	508	561	470	427	404	395	369	335	338	335	432	564	176	394	462	444	358	582	426	398	558		589	475	408	266	7.9195	4.5358
.COMP.	27	480	760	701	617	764	636	660	623	619	617	539	559	552	490	599	821	296	463	614	543	509	655	581	553	715	589		655	538	335	23.9941	11.1422
EAT.	28	355	606	533	500	550	525	533	503	479	526	516	523	444	437	450	664	253	344	509	394	388	508	440	423	543	475	655		544	346	7.4087	3.7575
CH.REAS.	29	324	588	449	406	484	481	558	510	456	530	576	578	473	384	367	634	236	295	433	262	379	469	421	350	485	408	538	544		468	10.9987	4.0496
S.2 DIM.	30	227	342	274	260	315	311	307	276	275	274	299	321	252	243	262	376	183	235	330	187	286	304	289	259	340	266	335	346	468		12.6186	5.6343
S.3 DIM.	31	163	405	355	331	365	412	393	365	302	363	406	374	306	302	248	457	146	235	285	199	291	381	307	271	375	356	407	419	562	446	7.9216	3.2268
ST.REAS.	32	293	518	454	411	506	503	496	417	437	419	418	407	362	322	428	571	207	320	417	341	452	521	422	418	552	445	541	488	571	450	7.9400	3.1539
AR.REAS.	33	377	637	539	491	626	630	579	522	521	499	507	497	485	432	506	700	248	393	482	453	463	620	514	484	643	550	668	541	538	347	7.2672	3.4160
.INTROD.	34	360	601	539	498	610	677	576	474	482	487	466	447	430	406	522	679	238	419	487	486	474	650	514	457	658	577	637	529	495	352	9.1990	4.1691
TH.I+II.	35	402	675	589	541	675	717	631	542	546	538	529	513	497	456	563	753	265	445	530	515	513	696	562	513	711	617	711	584	562	382	16.4662	6.9408
I.ADV.	36	101	180	180	168	179	240	176	123	149	152	161	116	065	091	168	204	058	141	154	126	123	168	095	088	156	185	169	156	139	099	2.4220	1.6434
TH.TOT.	37	392	661	583	536	661	713	620	526	535	529	523	498	472	442	556	739	258	441	522	501	499	678	539	491	689	609	692	574	549	374	18.8812	7.5262
.COMP.	38	297	346	280	237	368	299	284	267	287	248	230	291	282	253	338	380	195	237	266	332	351	383	360	324	443	286	375	285	270	238	19.0580	29.3153
L.RDG.	39	233	296	260	226	298	236	262	202	237	225	203	243	220	192	296	322	171	179	273	253	292	321	297	276	365	232	341	259	279	272	3.6462	12.3879
ER.CHK.	40	212	232	226	195	253	195	196	146	183	151	137	168	170	145	234	253	151	197	304	305	247	268	258	214	324	210	286	202	185	213	13.5854	23.0008
J.INSP.	41	163	205	193	167	204	171	183	167	177	166	152	176	137	118	203	229	141	163	236	153	221	218	215	166	251	179	217	207	287	307	17.9160	9.0134
.COMP.	42	390	370	295	281	416	359	309	263	299	242	252	307	332	292	410	425	251	337	364	416	408	446	356	316	496	367	385	314	266	282	33.6794	10.2319
L.RDG.	43	164	148	110	136	155	141	134	062	108	099	084	093	090	082	180	158	124	161	265	149	124	168	131	093	170	163	160	125	140	204	9.8051	6.7998
ER.CHK.	44	105	023	018	047	042	040	034	-024	-004	-025	-008	-001	-004	017	060	029	085	107	216	118	037	035	025	-037	046	056	017	015	008	104	32.4276	13.8793
J.INSP.	45	115	125	119	123	127	112	115	102	097	102	094	099	068	068	140	142	112	133	211	078	124	130	126	070	139	138	122	136	217	276	20.2322	7.0850
.COMP.	46	205	142	110	128	177	168	122	084	108	074	101	114	150	128	194	176	129	193	201	207	182	199	114	097	206	188	135	127	085	129	38.5533	11.7862
L.RDG.	47	-048	-121	-127	-070	-116	-074	-104	-121	-108	-106	-101	-128	-110	-092	-089	-135	-032	-002	017	-081	-141	-124	-139	-157	-162	-048	-151	-110	-114	-044	15.9640	13.6318
ER.CHK.	48	020	-085	-087	-039	-072	-047	-055	-097	-092	-101	-075	-082	-086	-050	-042	-088	026	029	105	-009	-075	-089	-095	-145	-102	-036	-117	-079	-080	018	38.7083	16.0149
J.INSP.	49	022	-010	-007	032	-006	006	-002	-009	-029	-006	-006	-024	-037	-014	021	-006	043	057	116	-037	-031	-017	-020	-068	-039	046	-031	008	066	154	22.5484	7.4709
EF.	50	141	-036	-027	-010	-004	-043	-027	-069	-041	-059	-047	-010	-023	000	041	-023	038	004	062	006	-018	-061	-054	-106	-055	-038	-064	-036	-087	013	58.1934	27.2472
CIAB.	51	282	159	152	181	191	138	096	085	141	074	083	160	123	170	248	196	080	131	232	185	174	154	147	110	196	144	175	148	080	114	5.5476	2.8332
C.SENSI.	52	195	168	163	194	178	164	138	112	121	110	115	124	079	131	162	191	103	137	221	175	143	159	133	102	181	151	190	148	071	083	3.5711	2.1652
PULS.	53	078	-007	010	032	001	006	-016	-028	-023	003	-005	016	-005	021	009	006	022	-002	055	022	-028	-042	-042	-046	-036	-026	-016	003	-043	014	1.7750	1.5329
GOR	54	256	222	193	201	250	200	167	143	182	152	127	192	166	178	295	256	086	153	254	205	188	199	177	161	235	180	246	191	125	126	3.3540	2.0632
LMNESS	55	232	232	194	218	246	232	204	157	169	165	179	182	168	193	209	264	114	139	223	191	179	217	174	142	230	198	242	211	151	149	3.4217	2.2665
DINESS	56	226	180	147	184	207	178	127	114	141	108	118	150	113	162	183	206	097	139	211	202	183	198	151	146	223	150	198	165	087	125	4.6419	2.6749
LTURE	57	194	134	123	170	157	142	099	089	093	057	069	088	093	147	143	157	065	096	171	163	131	146	109	081	161	143	150	119	022	058	4.1839	2.2886
ADER.	58	029	058	082	122	089	129	033	036	029	015	000	-023	-017	037	114	069	015	078	126	115	010	065	016	014	052	123	079	070	-037	011	1.1870	1.2894
LF-CONF.	59	230	238	224	212	258	215	192	174	184	180	190	189	174	209	233	275	108	164	211	191	181	198	184	154	230	198	257	221	146	119	4.5581	2.2294
TUR.	60	226	216	171	214	243	258	201	141	159	154	180	174	139	190	188	254	124	171	237	243	176	230	163	142	241	250	254	197	110	132	9.7239	5.0135

Decimal points omitted

Table B-1 (Continued)

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 9 (N = 3915) from Subsample 0

escription		R-282 VIS.3 DIM. 31	R-290 ABST.REAS. 32	R-311 I.AR.REAS. 33	R-312 II.INTROD. 34	R-320 MATH.I+II. 35	R-333 III.ADV. 36	R-340 MATH.TOT. 37	F-410 AR.COMP. 38	F-420 TBL.RDG. 39	F-430 CLER.CHK. 40	F-440 OBJ.INSP. 41	R-410 AR.COMP. 42	R-420 TBL.RDG. 43	R-430 CLER.CHK. 44	R-440 OBJ.INSP. 45	A-410 AR.COMP. 46	A-420 TBL.RDG. 47	A-430 CLER.CHK. 48	A-440 OBJ.INSP. 49	A-500 PREF. 50	R-601 SOCIAB. 51	R-602 SOC.SENSI. 52	R-603 IMPULS. 53	R-604 VIGOR 54	R-605 CALMNESS 55	R-606 TIDINESS 56	R-607 CULTURE 57	R-608 LEADER. 58	R-609 SELF-CONF. 59	R-610 MATUR. 60	MEAN	S.D.
SCREN.	1	163	293	377	360	402	101	392	297	233	212	163	390	164	105	115	205	-048	020	022	141	282	195	078	256	232	226	194	029	230	226	10.8940	1.7803
VOCAB.	2	405	518	637	601	675	180	661	346	296	232	205	370	148	023	125	142	-121	-085	-010	-036	159	168	-007	222	232	180	134	058	238	216	10.7972	4.1468
LIT.	3	355	454	539	539	589	180	583	280	260	226	193	295	110	018	119	110	-127	-087	-007	-027	152	163	010	193	194	147	123	082	224	171	10.0587	4.1989
MUSIC	4	331	411	491	498	541	168	536	237	226	195	167	281	136	047	123	128	-070	-039	032	-010	181	194	032	201	218	184	170	122	212	214	4.7928	2.8210
SOC.STUD.	5	365	506	626	610	675	179	661	368	298	253	204	416	155	042	127	177	-116	-072	-006	-004	191	178	001	250	246	207	157	089	258	243	12.7236	5.6505
MATH.	6	412	503	630	677	717	240	713	299	236	195	171	359	141	040	112	168	-074	-047	006	-043	138	164	006	200	232	178	142	129	215	258	6.9839	3.9220
PHYS.SCI.	7	393	496	579	576	631	176	620	284	262	196	183	309	134	034	115	122	-104	-055	-002	-027	096	138	-016	167	204	127	099	033	192	201	8.3172	3.8673
BIOL.SCI.	8	365	417	522	474	542	123	526	267	202	146	167	263	062	-024	102	084	-121	-097	-009	-069	085	112	-028	143	157	114	089	036	174	141	5.3448	2.4428
SCI.ATT.	9	302	437	521	482	546	149	535	287	237	183	177	299	108	-004	097	108	-108	-092	-029	-041	141	121	-023	182	169	141	093	029	184	159	5.1050	2.0529
AERO.-SP.	10	363	419	499	487	538	152	529	248	225	151	166	242	099	-025	102	074	-106	-101	-006	-059	074	110	003	152	165	108	057	015	180	154	4.0498	2.3358
ELEC.	11	406	418	507	466	529	161	523	230	203	137	152	252	084	-008	094	101	-101	-075	-006	-047	083	115	-005	127	179	118	069	000	190	180	7.6904	3.9699
MECH.	12	374	407	497	447	513	116	498	291	243	168	176	307	093	-001	099	114	-128	-082	-024	-010	160	124	016	192	182	150	088	-023	189	174	10.3870	3.5937
FARM.	13	306	362	485	430	497	065	472	282	220	170	137	332	090	-004	068	150	-110	-086	-037	-023	123	079	-005	166	168	113	093	-017	174	139	7.0815	2.6166
HOME EC.	14	302	322	432	406	456	091	442	253	192	145	118	292	082	017	068	128	-092	-050	-014	000	170	131	021	178	193	162	147	037	209	190	7.3446	2.9086
SPORTS	15	248	428	506	522	563	168	556	338	296	234	203	410	180	060	140	194	-089	-042	021	041	248	162	009	295	209	183	143	114	233	188	6.7711	3.1296
INF.TOT.	16	457	571	700	679	753	204	739	380	322	253	229	425	158	029	142	176	-135	-088	-006	-023	196	191	006	256	264	206	157	069	275	254	118.3481	38.0050
MEM./SEN.	17	146	207	248	238	265	058	258	195	171	151	141	251	124	085	112	129	-032	026	043	038	080	103	022	086	114	097	065	015	108	124	8.4284	3.0945
MEM./WDS.	18	235	320	393	419	445	141	441	237	179	197	163	337	161	107	133	193	-002	029	057	004	131	137	-002	153	139	139	096	078	164	171	9.6414	4.7561
DISG.WDS.	19	285	417	482	487	530	154	522	266	273	304	236	364	265	216	211	201	017	105	116	062	232	221	055	254	223	211	171	126	211	237	11.9985	6.2757
SPELLING	20	199	341	453	486	515	126	501	332	253	305	153	416	149	118	078	207	-081	-009	-037	006	185	175	022	205	191	202	163	115	191	243	7.5379	2.9569
CAP.	21	291	452	463	474	513	123	499	351	292	247	221	408	124	037	124	182	-141	-075	-031	-018	174	143	-028	188	179	183	131	010	181	176	27.5341	4.8987
PUNCT.	22	381	521	620	650	696	168	678	383	321	268	218	446	168	035	130	199	-124	-089	-017	-061	154	159	-042	199	217	198	146	065	198	230	14.9752	4.7097
ENG.USAGE	23	307	422	514	514	562	095	539	360	297	258	215	356	131	025	126	114	-139	-095	-020	-054	147	133	-042	177	174	151	109	016	184	163	14.8777	3.7790
EF.EXP.	24	271	418	484	457	513	088	491	324	276	214	166	316	093	-037	070	097	-157	-145	-068	-106	110	102	-046	161	142	146	081	014	154	142	7.2370	2.6012
ENG.TOT.	25	375	552	643	658	711	156	689	443	365	324	251	496	170	046	139	206	-162	-102	-039	-055	196	181	-036	235	230	223	161	052	230	241	72.1619	15.1390
WD.FUNCT.	26	356	445	550	577	617	185	609	286	232	210	179	367	163	056	138	188	-048	-036	046	-038	144	151	-026	180	198	150	143	123	198	250	7.9195	4.5358
RD.COMP.	27	407	541	668	637	711	169	692	375	341	286	217	385	160	017	122	135	-151	-117	-031	-064	175	190	-016	246	242	198	150	079	257	254	23.9941	11.1422
CREAT.	28	419	488	541	529	584	156	574	285	259	202	207	314	125	015	136	127	-110	-079	008	-036	148	148	003	191	211	165	119	070	221	197	7.4087	3.7575
MECH.REAS.	29	562	571	538	495	562	139	549	270	279	185	287	266	140	008	217	085	-114	-080	066	-087	080	071	-043	125	151	087	022	-037	146	110	10.9987	4.0496
VIS.2 DIM.	30	446	450	347	352	382	099	374	238	272	213	307	282	204	104	276	129	-044	018	154	013	114	083	014	126	149	125	058	011	119	132	12.6186	5.6343
VIS.3 DIM.	31		525	430	422	465	106	453	197	239	167	238	190	106	-011	188	056	-112	-092	070	-102	003	035	-047	075	070	056	010	-018	079	091	7.9216	3.2268
ABST.REAS.	32	525		539	539	589	121	569	344	332	253	308	337	156	020	212	106	-146	-098	030	-103	085	101	-079	141	130	115	063	007	126	123	7.9400	3.1539
I.AR.REAS.	33	430	539		671	895	193	868	377	283	225	186	443	156	017	108	200	-102	-088	-020	-083	139	139	-030	198	208	168	116	067	189	225	7.2672	3.4160
II.INTROD.	34	422	539	671		931	259	914	377	284	240	196	456	163	023	122	215	-096	-088	-005	-072	138	124	-032	198	218	163	104	080	201	240	9.1990	4.1691
MATH.I+II.	35	465	589	895	931		250	976	412	310	255	209	492	174	022	126	228	-108	-096	-013	-085	151	143	-034	216	233	181	120	081	214	255	16.4662	6.9408
III.ADV.	36	106	121	193	259	250		449	041	029	042	021	156	062	045	032	146	035	032	036	019	048	062	023	078	083	072	047	071	060	101	2.4220	1.6434
MATH.TOT.	37	453	569	868	914	976	449		388	292	244	198	487	175	031	124	242	-092	-081	-004	-073	150	144	-026	217	232	181	120	091	210	257	18.8812	7.5262
AR.COMP.	38	197	344	377	377	412	041	388		441	322	249	535	042	-086	084	-210	-358	-254	-141	-116	104	030	-076	106	084	108	048	-039	118	099	19.0580	29.3153
TBL.RDG.	39	239	332	283	284	310	029	292	441		382	442	260	453	056	282	-064	-457	-118	002	-051	138	089	-053	111	106	130	085	-004	118	109	3.6462	12.3879
CLER.CHK.	40	167	253	225	240	255	042	244	322	382		375	278	245	510	291	055	-103	111	100	-004	133	102	-006	133	115	107	099	034	110	138	13.5854	23.0008
OBJ.INSP.	41	238	308	186	196	209	021	198	249	442	375		246	318	236	886	078	-085	093	473	067	110	090	008	102	100	117	078	032	105	091	17.9160	9.0134
AR.COMP.	42	190	337	443	456	492	156	487	535	260	278	246		306	235	245	714	069	138	169	118	223	149	060	229	214	225	172	103	191	246	33.6794	10.2319
TBL.RDG.	43	106	156	156	163	174	062	175	042	453	245	318	306		432	439	319	586	382	450	244	177	143	080	143	148	165	133	109	125	158	9.8051	6.7998
CLER.CHK.	44	-011	020	017	023	022	045	031	-086	056	510	236	235	432		385	343	380	911	445	297	154	144	139	137	137	137	137	147	111	172	32.4276	13.8793
OBJ.INSP.	45	188	212	108	122	126	032	124	084	282	291	886	245	439	385		214	182	305	828	187	124	103	061	112	110	133	095	087	101	107	20.2322	7.0850
AR.COMP.	46	056	106	200	215	228	146	242	-210	-064	055	078	714	319	343	214		376	370	312	233	173	148	133	177	179	170	159	151	123	203	38.5533	11.7862
TBL.RDG.	47	-112	-146	-102	-096	-108	035	-092	-358	-457	-103	-085	069	586	380	182	376		489	447	289	051	062	128	042	051	047	055	112	017	058	15.9640	13.6318
CLER.CHK.	48	-092	-098	-088	-088	-096	032	-081	-254	-118	111	093	138	382	911	305	370	489		467	345	114	117	163	094	103	107	111	154	076	133	38.7083	16.0149
OBJ.INSP.	49	070	030	-020	-005	-013	036	-004	-141	002	100	473	169	450	445	828	312	447	467		274	103	087	107	088	087	111	086	125	064	094	22.5484	7.4709
PREF.	50	-102	-103	-083	-072	-085	019	-073	-116	-051	-004	067	118	244	297	187	233	289	345	274		223	178	292	185	223	186	194	202	120	207	58.1934	27.2472
SOCIAB.	51	003	085	139	138	151	048	150	104	138	133	110	223	177	154	124	173	051	114	103	223		507	291	532	482	482	500	346	379	465	5.5476	2.8332
SOC.SENSI.	52	035	101	139	124	143	062	144	030	089	102	090	149	143	144	103	148	062	117	087	178	507		308	494	583	552	584	425	287	611	3.5711	2.1652
IMPULS.	53	-047	-079	-030	-032	-034	023	-026	-076	-053	-006	008	060	080	139	061	133	128	163	107	292	291	308		292	271	254	285	316	135	292	1.7750	1.5329
VIGOR	54	075	141	198	198	216	078	217	106	111	133	102	229	143	137	112	177	042	094	088	185	532	494	292		471	503	465	370	318	554	3.3540	2.0632
CALMNESS	55	070	130	208	218	233	083	232	084	106	115	100	214	148	137	110	179	051	103	087	223	482	583	271	471		546	516	404	433	625	3.4217	2.2665
TIDINESS	56	056	115	168	163	181	072	181	108	130	107	117	225	165	137	133	170	047	107	111	186	482	552	254	503	546		604	394	340	652	4.6419	2.6749
CULTURE	57	010	063	116	104	120	047	120	048	085	099	078	172	133	137	095	159	055	111	086	194	500	584	285	465	516	604		435	297	578	4.1839	2.2886
LEADER.	58	-018	007	067	080	081	071	091	-039	-004	034	032	103	109	147	087	151	112	154	125	202	346	425	316	370	404	394	435		252	498	1.1870	1.2894
SELF-CONF.	59	079	126	189	201	214	060	210	118	118	110	105	191	125	111	101	123	017	076	064	120	379	287	135	318	433	340	297	252		412	4.5581	2.2294
MATUR.	60	091	123	225	240	255	101	257	099	109	138	091	246	158	172	107	203	058	133	094	207	465	611	292	554	625	652	578	498	412		9.7239	5.0135

Decimal points omitted

Table B-2

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 9 (N = 3864) for Subsample 0

iption		R-101 SCREEN. 1	R-102 VOCAB. 2	R-103 LIT. 3	R-104 MUSIC 4	R-105 SOC.STUD. 5	R-106 MATH 6	R-107 PHYS.SCI. 7	R-108 BIOL.SCI. 8	R-109 SCI.ATT. 9	R-110 AERO.-SP. 10	R-111 ELEC. 11	R-112 MECH. 12	R-113 FARM. 13	R-114 HOME EC. 14	R-115 SPORTS 15	R-190 INF.TOT. 16	R-211 MEM./SENT. 17	R-212 MEM./WDS. 18	R-220 DISG.WDS. 19	R-231 SPELLING 20	R-232 CAP. 21	R-233 PUNCT. 22	R-234 ENG.USAGE 23	R-235 EFF.EXP. 24	R-230 ENG.TOT. 25	R-240 WD.FUNCT. 26	R-250 RD.COMP. 27	R-260 CREAT. 28	R-270 MECH.REAS. 29	R-231 VIS.2DIM. 30	MEAN	S.D.
EEN.	1		348	331	311	396	255	300	260	336	172	250	274	373	414	279	470	166	209	307	309	409	317	292	220	414	228	378	234	225	190	11.3641	1.3243
AB.	2	348		684	652	722	619	640	596	548	438	415	512	581	524	527	864	295	446	563	504	463	623	530	439	677	565	752	564	495	321	9.7616	3.9758
.	3	331	684		648	687	569	558	551	482	414	352	416	482	436	460	796	245	385	490	441	416	537	465	391	594	478	686	498	424	265	9.7792	3.8521
IC	4	311	652	648		643	545	504	487	451	383	324	381	447	445	476	750	217	372	497	428	390	519	442	401	573	484	640	483	409	266	5.3991	2.8978
.STUD.	5	396	722	687	643		599	617	542	516	387	397	441	553	509	522	849	274	437	508	491	454	600	494	407	649	553	731	499	425	292	11.2422	4.9767
H.	6	255	619	569	545	599		565	476	432	352	384	410	434	423	414	739	233	394	453	438	350	571	403	331	559	562	594	474	456	293	6.3056	3.5149
S.SCI.	7	300	640	558	504	617	565		566	451	414	476	460	538	451	433	776	277	398	423	409	391	531	432	345	562	498	620	449	457	286	6.8742	3.4619
L.SCI.	8	260	596	551	487	542	476	566		433	350	350	418	517	448	424	707	234	351	373	344	338	470	402	321	498	437	583	435	424	248	4.5846	2.2821
.ATT.	9	336	548	482	451	516	432	451	433		286	294	375	437	446	358	642	228	321	421	348	396	481	390	379	528	424	580	419	395	277	5.2089	1.9675
O.-SP.	10	172	438	414	383	387	352	414	350	286		313	322	330	270	333	526	167	218	265	207	203	292	247	213	308	261	410	357	307	188	2.5241	1.6005
C.	11	250	415	352	324	397	384	476	350	294	313		391	370	315	318	559	165	246	238	261	243	311	251	203	338	287	384	307	292	154	5.1654	2.5376
H.	12	274	512	416	381	441	410	460	418	375	322	391		526	437	369	639	195	262	329	273	302	375	331	249	408	300	450	395	400	249	6.9009	2.7896
M.	13	373	581	482	447	553	434	538	517	437	330	370	526		515	449	716	234	348	402	373	395	492	420	337	537	415	586	435	426	280	6.5179	2.5892
E EC.	14	414	524	436	445	509	423	451	448	446	270	315	437	515		385	674	206	282	396	338	418	469	409	335	525	358	520	409	385	287	11.1121	3.3847
RTS	15	279	527	460	476	522	414	433	424	358	333	318	369	449	385		638	161	284	352	329	333	416	332	294	452	371	507	396	346	248	4.6136	2.3151
.TOT.	16	470	864	796	750	849	739	776	707	642	526	559	639	716	674	638		319	485	586	538	527	685	568	472	741	613	819	615	564	369	107.3579	31.3333
./SEN.	17	166	295	245	217	274	233	277	234	228	167	165	195	234	206	161	319		362	245	227	256	319	270	219	344	279	346	270	226	187	9.1654	3.0453
./WDS.	18	209	446	385	372	437	394	398	351	321	218	246	262	348	282	284	485	362		372	393	298	440	312	281	457	432	457	333	299	237	10.8416	5.0116
G.WDS.	19	307	563	490	497	508	453	423	373	421	265	238	329	402	396	352	586	245	372		511	428	561	486	384	626	476	593	463	399	338	13.1294	6.5078
LLING	20	309	504	441	428	491	438	409	344	348	207	261	273	373	338	329	538	227	393	511		443	566	455	343	723	472	535	331	266	204	9.0344	2.8132
.	21	409	463	416	390	454	350	391	338	396	203	243	302	395	418	333	527	256	298	428	443		561	478	370	785	360	504	346	322	271	29.0740	4.0591
CT.	22	317	623	537	519	600	571	531	470	481	292	311	375	492	469	416	685	319	440	561	566	561		571	452	865	603	669	467	466	346	16.9542	4.5414
.USAGE	23	292	530	465	442	494	403	432	402	390	247	251	331	420	409	332	568	270	312	486	455	478	571		439	769	438	562	379	367	279	16.0184	3.2147
EXP.	24	220	439	391	401	407	331	345	321	379	213	203	249	337	335	294	472	219	281	384	343	370	452	439		629	373	500	349	317	216	8.0590	2.2718
.TOT.	25	414	677	594	573	649	559	562	498	528	308	338	408	537	525	452	741	344	457	626	723	785	865	769	629		597	731	496	465	355	79.1400	13.0434
FUNCT.	26	228	565	478	484	553	562	498	437	424	261	287	300	415	358	371	613	279	432	476	472	360	603	438	373	597		630	465	423	297	9.0546	5.0822
COMP.	27	378	752	686	640	731	594	620	583	580	410	384	450	586	520	507	819	346	457	593	535	504	669	562	500	731	630		608	508	342	25.6416	10.3316
AT.	28	234	564	498	483	499	474	449	435	419	357	307	395	435	409	396	615	270	333	463	331	346	467	379	349	496	465	608		462	318	7.0329	3.4501
H.REAS.	29	225	495	424	409	425	456	457	424	395	307	292	400	426	385	346	564	226	299	399	266	322	466	367	317	465	423	508	462		434	7.7174	3.3026
.2 DIM.	30	190	321	265	266	292	293	286	248	277	188	154	249	280	287	248	369	187	237	338	204	271	346	279	216	355	297	342	318	434		10.7433	5.4370
.3 DIM.	31	127	394	340	324	369	379	373	330	311	233	209	308	324	333	272	452	175	257	326	220	275	392	280	265	385	385	442	398	523	436	7.2707	2.8575
T.REAS.	32	260	531	477	462	499	487	463	401	446	283	239	340	407	412	382	592	247	354	464	368	428	546	413	379	571	496	598	468	530	419	7.8817	3.1804
R.REAS.	33	259	615	521	504	595	576	541	464	483	309	332	399	477	452	425	680	288	402	455	442	417	610	453	417	622	581	661	478	478	327	7.0204	3.2757
INTROD.	34	295	600	539	519	601	659	542	463	436	338	340	356	456	415	425	684	279	418	477	481	442	634	464	393	645	601	631	479	483	337	9.3621	3.9327
H.I+II.	35	308	670	586	566	660	686	597	512	505	358	371	415	514	476	469	753	313	453	515	511	476	688	507	446	700	653	711	528	530	367	16.3825	6.5302
.ADV.	36	061	147	168	150	130	224	129	123	105	137	125	093	094	085	137	184	062	128	128	129	081	152	102	090	146	158	146	176	143	121	2.1501	1.5264
H.TOT.	37	301	657	583	561	644	689	585	505	494	364	373	407	500	463	468	743	305	451	509	505	461	675	495	436	685	644	696	531	526	369	18.5326	6.9988
COMP.	38	297	366	279	295	362	301	297	234	295	148	188	227	315	303	264	402	199	285	313	369	370	404	326	311	470	328	391	262	234	237	25.6972	23.4147
.RDG.	39	239	257	196	220	255	192	210	141	228	102	132	159	202	220	181	281	172	175	300	211	301	296	240	206	337	231	305	230	219	238	6.6957	9.0792
R.CHK.	40	220	224	194	206	240	183	190	140	178	102	121	135	168	181	163	254	141	190	364	294	262	273	220	182	326	235	275	188	184	221	21.0254	21.0131
.INSP.	41	212	240	216	230	233	199	211	185	211	114	110	163	205	218	192	281	171	192	315	189	240	267	211	184	293	230	292	254	280	338	19.5800	7.9154
COMP.	42	375	382	306	313	422	365	327	266	285	152	239	236	340	343	299	448	244	348	395	442	407	458	322	280	510	385	410	286	262	284	36.4231	10.6985
.RDG.	43	219	199	139	155	214	167	158	093	149	062	111	115	140	150	135	212	159	197	324	208	208	231	152	127	250	214	233	184	175	222	10.3879	6.1130
R.CHK.	44	123	022	005	011	066	050	035	-013	-009	-009	035	-005	-014	021	027	033	061	088	265	136	069	067	029	002	082	079	046	034	062	139	35.6325	14.1303
.INSP.	45	188	186	172	190	191	162	159	145	156	088	086	121	148	170	154	221	152	175	305	156	176	206	148	121	218	196	229	217	243	320	21.4337	6.6540
COMP.	46	284	243	205	202	300	267	220	185	165	095	182	150	224	236	206	305	180	256	299	321	274	317	193	146	338	275	262	190	179	205	39.9984	10.6718
.RDG.	47	056	011	-009	-011	033	034	003	-016	-028	-019	018	-004	-013	-019	000	005	042	091	137	069	-021	015	-035	-035	-001	056	008	018	017	062	14.0802	9.0273
R.CHK.	48	052	-077	-085	-083	-029	-022	-044	-082	-094	-059	-012	-069	-096	-059	-042	-077	011	022	163	034	-036	-043	-067	-082	-050	-010	-071	-045	-009	071	40.5016	14.9912
.INSP.	49	121	084	086	104	103	085	065	069	059	040	041	047	051	079	078	106	097	118	230	084	065	092	043	021	085	115	108	128	149	234	23.2875	6.8153
F.	50	207	045	037	030	075	015	026	011	004	022	071	038	062	059	055	065	067	044	115	051	055	002	-001	-072	016	-003	015	017	-028	023	56.6856	21.8031
IAB.	51	279	143	118	175	137	087	068	070	141	041	082	090	095	142	152	165	072	111	221	152	191	144	132	120	196	097	152	121	073	094	6.6700	2.9031
.SENSI.	52	228	255	255	260	254	196	156	167	199	117	116	136	141	197	174	275	111	168	258	191	203	230	188	155	258	191	279	200	146	100	4.5300	2.3075
ULS.	53	115	101	109	106	101	084	060	078	059	081	081	075	083	083	113	124	009	065	089	045	025	061	048	016	053	048	100	069	056	052	1.7943	1.5888
OR	54	196	201	186	204	202	135	153	145	161	111	129	146	167	151	215	235	089	115	214	146	155	185	146	131	203	133	212	164	160	124	3.4379	2.1256
MNESS	55	227	234	210	229	233	211	180	194	186	131	148	150	185	198	193	276	112	150	203	159	185	218	165	139	233	177	246	194	163	108	3.7629	2.4396
INESS	56	239	196	184	196	210	179	154	145	151	090	136	134	143	173	139	234	128	162	220	182	192	230	169	137	245	169	220	151	130	090	5.6172	2.7173
TURE	57	235	274	270	283	283	204	190	209	202	130	161	171	188	190	199	306	123	181	226	199	186	245	178	151	257	216	280	199	141	088	5.1571	2.2314
DER.	58	053	102	117	142	127	129	082	100	074	048	068	039	031	043	126	126	034	070	138	085	032	087	058	050	081	096	114	097	058	024	1.2267	1.3120
F-CONF.	59	190	190	170	176	164	147	136	122	154	115	091	115	130	129	152	205	098	110	190	141	148	150	124	111	179	133	194	137	113	072	4.7922	2.3697
UR.	60	216	269	260	240	279	267	222	196	164	151	192	167	181	172	203	308	143	197	236	219	156	254	172	147	252	235	277	204	151	090	10.2878	4.9956

Decimal points omitted

Table B-2 (Continued)

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 9 (N = 3864) for Subsample 0

tion		R-282 VIS.3 DIM. 31	R-290 ABST.REAS. 32	R-311 I.AR.REAS. 33	R-312 II.INTROD. 34	R-320 MATH.I+II. 35	R-333 III.ADV. 36	R-340 MATH.TOT. 37	F-410 AR.COMP. 38	F-420 TBL.RDG. 39	F-430 CLER.CHK. 40	F-440 OBJ.INSP. 41	R-410 AR.COMP. 42	R-420 TBL.RDG. 43	R-430 CLER.CHK. 44	R-440 OBJ.INSP. 45	A-410 AR.COMP. 46	A-420 TBL.RDG. 47	A-430 CLER.CHK. 48	A-440 OBJ.INSP. 49	A-500 PREF. 50	R-601 SOCIAB. 51	R-602 SOC.SENSI. 52	R-603 IMPULS. 53	R-604 VIGOR 54	R-605 CALMNESS 55	R-606 TIDINESS 56	R-607 CULTURE 57	R-608 LEADER. 58	R-609 SELF-CONF. 59	R-610 MATUR. 60	MEAN	S.D.
N.	1	127	260	259	295	308	061	301	297	239	220	212	375	219	123	188	284	056	052	121	207	279	228	115	196	227	239	235	053	190	216	11.3641	1.3243
.	2	394	531	615	600	670	147	657	366	257	224	240	382	199	022	186	243	011	-077	084	045	143	255	101	201	234	196	274	102	190	269	9.7616	3.9758
	3	340	477	521	539	586	168	583	279	196	194	216	306	139	005	172	205	-009	-085	086	037	118	255	109	186	210	184	270	117	170	260	9.7792	3.8521
	4	324	462	504	519	566	150	561	295	220	206	230	313	155	011	190	202	-011	-083	104	030	175	260	106	204	229	196	283	142	176	240	5.3991	2.8978
TUD.	5	369	499	595	601	660	130	644	362	255	240	233	422	214	066	191	300	033	-029	103	075	137	254	101	202	233	210	283	127	164	279	11.2422	4.9767
	6	379	487	576	659	686	224	689	301	192	183	199	365	167	050	162	267	034	-022	085	015	087	196	084	135	211	179	204	129	147	267	6.3056	3.5149
SCI.	7	373	463	541	542	597	129	585	297	210	190	211	327	158	035	159	220	003	-044	065	026	068	156	060	153	180	154	190	082	136	222	6.8742	3.4619
SCI.	8	330	401	464	463	512	123	505	234	141	140	185	266	093	-013	145	185	-016	-082	069	011	070	167	078	145	194	145	209	100	122	196	4.5846	2.2821
TT.	9	311	446	483	436	505	105	494	295	228	178	211	285	149	-009	156	165	-028	-094	059	004	141	199	059	161	186	151	202	074	154	164	5.2089	1.9675
-SP.	10	233	283	309	338	358	137	364	148	102	102	114	152	062	-009	088	095	-019	-059	040	022	041	117	081	111	131	090	130	048	115	151	2.5241	1.6005
	11	209	239	332	340	371	125	373	188	132	121	110	239	111	035	086	182	018	-012	041	071	082	116	081	129	148	136	161	068	091	192	5.1654	2.5376
	12	308	340	399	356	415	093	407	227	159	135	163	236	115	-005	121	150	-004	-069	047	038	090	136	075	146	150	134	171	039	115	167	6.9009	2.7896
	13	324	407	477	456	514	094	500	315	202	168	205	340	140	-014	148	224	-013	-096	051	062	095	141	083	167	185	143	188	031	130	181	6.5179	2.5892
EC.	14	333	412	452	415	476	085	463	303	220	181	218	343	150	021	170	236	-019	-059	079	059	142	197	083	151	198	173	190	043	129	172	11.1121	3.3847
'S	15	272	382	425	425	469	137	468	264	181	163	192	299	135	027	154	206	000	-042	078	055	152	174	113	215	193	139	199	126	152	203	4.6136	2.3151
'OT.	16	452	592	680	684	753	184	743	402	281	254	281	448	212	033	221	305	005	-077	106	065	165	275	124	235	276	234	306	126	205	308	107.3579	31.3333
SEN.	17	175	247	288	279	313	062	305	199	172	141	171	244	159	061	152	180	042	011	097	067	072	111	009	089	112	128	123	034	098	143	9.1654	3.0453
WDS.	18	257	354	402	418	453	128	451	285	175	190	192	348	197	088	175	256	091	022	118	044	111	168	065	115	150	162	181	070	110	197	10.8416	5.0116
WDS.	19	326	464	455	477	515	128	509	313	300	364	315	395	324	265	305	299	137	163	230	115	221	258	089	214	203	220	226	138	190	236	13.1294	6.5078
ING	20	220	368	442	481	511	129	505	369	211	294	189	442	208	136	156	321	069	034	084	051	152	191	045	146	159	182	199	085	141	219	9.0344	2.8132
	21	275	428	417	442	476	081	461	370	301	262	240	407	208	069	176	274	-021	-036	065	055	191	203	025	155	185	192	186	032	148	156	29.0740	4.0591
'.	22	392	546	610	634	688	152	675	404	296	273	267	458	231	067	206	317	015	-043	092	002	144	230	061	185	218	230	245	087	150	254	16.9542	4.5414
SAGE	23	280	413	453	464	507	102	495	326	240	220	211	322	152	029	148	193	-035	-067	043	-001	132	188	048	146	165	169	178	058	124	172	16.0184	3.2147
P.	24	265	379	417	393	446	090	436	311	206	182	184	280	127	002	121	146	-035	-082	021	-072	120	155	016	131	139	137	151	050	111	147	8.0590	2.2718
OT.	25	385	571	622	645	700	146	685	470	337	326	293	510	250	082	218	338	-001	-050	085	016	196	258	053	203	233	245	257	081	179	252	79.1400	13.0434
NCT.	26	385	496	581	601	653	158	644	328	231	235	230	385	214	079	196	275	056	-010	115	-003	097	191	048	133	177	169	216	096	133	235	9.0546	5.0822
MP.	27	442	598	661	631	711	146	696	391	305	275	292	410	233	046	229	262	008	-071	108	015	152	279	100	212	246	220	280	114	194	277	25.6416	10.3316
'.	28	398	468	478	479	528	176	531	262	230	188	254	286	184	034	217	190	018	-045	128	017	121	200	069	164	194	151	199	097	137	204	7.0329	3.4501
REAS.	29	523	530	478	483	530	143	526	234	219	184	280	262	175	062	243	179	017	-009	149	-028	073	146	056	160	163	130	141	058	113	151	7.7174	3.3026
DIM.	30	436	419	327	337	367	121	369	237	238	221	338	284	222	139	320	205	062	071	234	023	094	100	052	124	108	090	088	024	072	090	10.7433	5.4370
DIM.	31		504	425	423	468	134	466	211	210	182	283	227	149	060	248	149	-010	-009	155	-075	016	089	011	096	113	058	103	006	062	107	7.2707	2.8575
REAS.	32	504		545	549	604	144	595	350	295	239	332	349	200	048	260	211	-027	-052	122	-055	102	164	028	157	169	143	158	061	115	162	7.8817	3.1804
REAS.	33	425	545		638	886	152	860	364	231	205	205	403	181	018	149	272	013	-073	052	-025	092	200	060	157	200	168	208	077	125	240	7.0204	3.2757
TROD.	34	423	549	638		922	207	906	396	246	215	232	472	214	059	186	342	042	-026	093	-007	104	175	063	151	196	173	203	075	153	255	9.3621	3.9327
I+II.	35	468	604	886	922		201	977	421	264	232	243	487	220	045	186	342	032	-053	082	-017	109	206	068	170	218	189	227	084	155	274	16.3825	6.5302
DV.	36	134	144	152	207	201		406	039	037	040	066	106	072	045	074	113	061	038	069	049	040	072	052	043	066	051	064	046	064	083	2.1501	1.5264
TOT.	37	466	595	860	906	977	406		402	254	226	241	477	221	052	190	344	043	-041	092	-005	111	208	075	168	218	187	225	088	159	273	18.5326	6.9988
MP.	38	211	350	364	396	421	039	402		377	286	283	676	209	049	174	172	-096	-072	012	-026	147	117	-019	130	127	166	143	000	103	148	25.6972	23.4147
DG.	39	210	295	231	246	264	037	254	377		337	414	275	678	178	333	092	-088	066	170	081	156	128	-007	111	125	149	129	018	105	114	6.6957	9.0792
CHK.	40	182	239	205	215	232	040	226	286	337		353	322	355	679	345	220	143	386	263	118	149	121	051	113	102	127	136	069	095	135	21.0254	21.0131
NSP.	41	283	332	205	232	243	066	241	283	414	353		241	335	273	918	116	038	178	630	097	136	096	020	108	111	106	100	022	104	091	19.5800	7.9154
MP.	42	227	349	403	472	487	106	477	676	275	322	241		364	253	253	842	216	168	214	136	214	186	061	198	207	223	209	073	156	248	36.4231	10.6985
DG.	43	149	200	181	214	220	072	221	209	678	355	335	364		425	410	333	673	368	411	286	182	150	051	130	160	165	152	076	134	162	10.3879	6.1130
CHK.	44	060	048	018	059	045	045	052	049	178	679	273	253	425		391	303	397	939	446	285	129	093	073	079	093	099	098	098	091	123	35.6325	14.1303
NSP.	45	248	260	149	186	186	074	190	174	333	345	918	253	410	391		211	220	330	887	187	143	096	041	109	116	109	102	047	105	099	21.4337	6.6540
MP.	46	149	211	272	342	342	113	344	172	092	220	116	842	333	303	211		358	277	277	201	179	163	095	170	184	177	174	097	133	223	39.9984	10.6718
DG.	47	-010	-027	013	042	032	061	043	-096	-088	143	038	216	673	397	220	358		432	386	306	089	074	077	064	090	073	076	084	076	105	14.0802	9.0273
CHK.	48	-009	-052	-073	-026	-053	038	-041	-072	066	386	178	168	368	939	330	277	432		438	303	092	061	068	046	070	065	060	091	070	092	40.5016	14.9912
NSP.	49	155	122	052	093	082	069	092	012	170	263	630	214	411	446	887	277	386	438		252	121	077	057	087	098	090	083	066	084	088	23.2875	6.8153
	50	-075	-055	-025	-007	-017	049	-005	-026	081	118	097	136	286	285	187	201	306	303	252		223	163	196	165	176	150	165	121	156	186	56.6856	21.8031
B.	51	016	102	092	104	109	040	111	147	156	149	136	214	182	129	143	179	089	092	121	223		537	270	532	450	439	469	377	428	414	6.6700	2.9031
ENSI.	52	089	164	200	175	206	072	208	117	128	121	096	186	150	093	096	163	074	061	077	163	537		256	476	592	540	632	433	342	591	4.5300	2.3075
S.	53	011	028	060	063	068	052	075	-019	-007	051	020	061	051	073	041	095	077	068	057	196	270	256		287	168	133	244	290	157	236	1.7943	1.5888
	54	096	157	157	151	170	043	168	130	111	113	108	198	130	079	109	170	064	046	087	165	532	476	287		457	439	488	402	344	512	3.4379	2.1256
ESS	55	113	169	200	196	218	066	218	127	125	102	111	207	160	093	116	184	090	070	098	176	450	592	168	457		572	580	402	430	620	3.7629	2.4396
ESS	56	058	143	168	173	189	051	187	166	149	127	106	223	165	099	109	177	073	065	090	150	439	540	133	439	572		608	355	313	652	5.6172	2.7173
RE	57	103	158	208	203	227	064	225	143	129	136	100	209	152	098	102	174	076	060	083	165	469	632	244	488	580	608		428	354	637	5.1571	2.2314
R.	58	006	061	077	075	084	046	088	000	018	069	022	073	076	098	047	097	084	091	066	121	377	433	290	402	402	355	428		320	492	1.2267	1.3120
CONF.	59	062	115	125	153	155	064	159	103	105	095	104	156	134	091	105	133	076	070	084	156	428	342	157	344	430	313	354	320		392	4.7922	2.3697
.	60	107	162	240	255	274	083	273	148	114	135	091	248	162	123	099	223	105	092	088	186	414	591	236	512	620	652	637	492	392		10.2878	4.9956

Decimal points omitted

Table B-3

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 12 (N = 3027) for Subsample 0

Description		R-101 SCREEN.	R-102 VOCAB.	R-103 LIT.	R-104 MUSIC	R-105 SOC.STUD.	R-106 MATH	R-107 PHYS.SCI.	R-108 BIOL.SCI.	R-109 SCI.ATT.	R-110 AERO.-SP.	R-111 ELEC.	R-112 MECH.	R-113 FARM.	R-114 HOME EC.	R-115 SPORTS	R-190 INF.TOT.	R-211 MEM./SENT.	R-212 MEM./WDS.	R-220 DISC.WDS.	R-231 SPELLING	R-232 CAP.	R-233 PUNCT.	R-234 ENG.USAGE	R-235 EFF.EXP.	R-230 ENG.TOT.	R-240 WD.FUNCT.	R-250 RD.COMP.	R-260 CREAT.	R-270 MECH.REAS.	R-281 VIS.2DIM.	MEAN	S.D.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
SCREEN.	1		382	328	280	406	252	293	260	324	250	260	371	312	278	326	437	097	144	275	292	332	278	278	244	363	204	373	253	201	108	11.5534	1.1055
VOCAB.	2	382		721	666	717	688	743	603	589	631	629	567	422	469	531	884	158	353	539	442	377	567	528	476	607	546	738	582	519	272	13.9802	3.8096
LIT.	3	328	721		669	734	630	650	527	495	555	472	390	307	388	547	811	128	347	522	455	340	534	478	433	569	530	702	495	358	184	13.8041	4.6653
MUSIC	4	280	666	669		616	574	577	454	451	522	474	367	260	382	490	738	070	301	514	398	289	463	436	385	500	464	594	468	343	198	6.4424	3.0501
SOC.STUD.	5	406	717	734	616		636	679	548	517	541	505	442	384	394	576	832	149	332	456	437	374	541	474	425	575	503	699	480	391	221	16.5920	4.9950
MATH.	6	252	688	630	574	636		756	475	482	538	573	416	270	372	507	815	163	388	472	432	331	617	486	442	593	631	631	510	502	286	11.2299	6.1466
PHYS.SCI.	7	293	743	650	577	679	756		596	517	639	703	520	358	418	475	864	163	344	453	377	329	560	482	425	557	539	654	539	546	276	10.3783	4.3634
BIOL.SCI.	8	260	603	527	454	548	475	596		431	514	524	476	445	409	317	692	132	219	327	251	273	385	378	334	413	389	519	450	439	213	6.7823	2.2452
SCI.ATT.	9	324	589	495	451	517	482	517	431		450	455	426	313	333	393	646	149	255	385	300	300	423	408	377	459	420	580	449	420	235	6.5385	1.8815
AERO.-SP.	10	250	631	555	522	541	538	639	514	450		632	502	311	384	386	732	129	197	371	234	243	378	380	336	399	368	559	514	509	208	5.0866	2.4489
ELEC.	11	260	629	472	474	505	573	703	524	455	632		628	367	450	304	760	129	213	339	220	239	396	351	325	392	372	513	536	581	266	10.4926	4.5128
MECH.	12	371	567	390	367	442	416	520	476	426	502	628		497	456	290	664	131	166	335	218	277	329	340	290	371	276	453	484	536	225	13.5296	3.1735
FARM.	13	312	422	307	260	384	270	358	445	313	311	367	497		352	264	502	137	160	234	221	255	296	293	239	334	227	363	360	371	163	8.5385	2.1399
HOME EC.	14	278	469	388	382	394	372	418	409	333	384	450	456	352		275	575	133	178	280	202	208	270	272	242	303	267	375	408	332	183	9.2213	2.9118
SPORTS	15	326	531	547	490	576	507	475	317	393	386	304	290	264	275		626	078	258	377	380	287	381	367	315	439	359	513	335	232	169	8.7734	2.9410
INF.TOT.	16	437	884	811	738	832	815	864	692	646	732	760	664	502	575	626		181	377	557	464	409	620	561	501	651	597	781	643	590	304	152.9422	37.5150
MEM./SEN.	17	097	158	128	070	149	163	163	132	149	129	129	131	137	133	078	181		292	097	153	248	222	218	191	266	155	199	204	175	122	8.6333	2.9563
MEM./WDS.	18	144	353	347	301	332	388	344	219	255	197	213	166	160	178	258	377	292		325	351	277	404	342	299	428	380	373	296	237	169	11.1639	5.2608
DISG.WDS.	19	275	539	522	514	456	472	453	327	385	371	339	335	234	280	377	557	097	325		490	296	491	454	419	542	472	569	487	368	302	15.6326	7.0445
SPELLING	20	292	442	455	398	437	432	377	251	300	234	220	218	221	202	380	464	153	351	490		455	576	491	423	740	436	477	315	165	150	9.5068	3.0921
CAP.	21	332	377	340	289	374	331	329	273	300	243	239	277	255	208	287	409	248	277	296	455		551	537	464	784	302	394	301	257	190	29.4120	3.9295
PUNCT.	22	278	567	534	463	541	617	560	385	423	378	396	329	296	270	381	620	222	404	491	576	551		624	532	865	607	588	436	398	260	17.5094	4.5611
ENG.USAGE	23	278	528	478	436	474	486	482	378	408	380	351	340	293	272	367	561	218	342	454	491	537	624		545	814	468	537	411	348	242	16.9551	3.4728
EF.EXP.	24	244	476	433	385	425	442	425	334	377	336	325	290	239	242	315	501	191	299	419	423	464	532	545		707	410	547	411	329	247	8.9812	2.2653
ENG.TOT.	25	363	607	569	500	575	593	557	413	459	399	392	371	334	303	439	651	266	428	542	740	784	865	814	707		572	641	473	385	276	82.3644	13.7397
WD.FUNCT.	26	204	546	530	464	503	631	539	389	420	368	372	276	227	267	359	597	155	380	472	436	302	607	468	410	572		593	470	395	279	10.1348	5.1898
RD.COMP.	27	373	738	702	594	699	631	654	519	580	559	513	453	363	375	513	781	199	373	569	477	394	588	537	547	641	593		622	495	295	32.6670	10.3510
CREAT.	28	253	582	495	468	480	510	539	450	449	514	536	484	360	408	335	643	204	296	487	315	301	436	411	411	473	470	622		566	346	10.1130	4.2174
MECH.REAS.	29	201	519	358	343	391	502	546	439	420	509	581	536	371	332	232	590	175	237	368	165	257	398	348	329	385	395	495	566		468	13.2854	3.9434
VIS.2 DIM.	30	108	272	184	198	221	286	276	213	235	208	266	225	163	183	169	304	122	169	302	150	190	260	242	247	276	279	295	346	468		14.4939	5.6982
VIS.3 DIM.	31	093	375	276	274	316	418	420	328	304	372	438	378	229	300	137	448	146	212	268	138	207	340	273	289	320	356	390	465	607	461	9.6914	3.3769
ABST.REAS.	32	160	491	419	401	438	531	511	345	411	403	409	339	246	240	323	547	153	300	405	303	289	464	385	386	466	466	555	493	566	403	9.4668	2.9240
I.AR.REAS.	33	263	620	517	458	575	670	599	439	504	463	504	439	342	362	428	689	204	372	439	422	427	604	521	493	631	536	616	510	496	317	9.7760	3.6258
II.INTROD.	34	219	617	561	506	583	837	671	414	454	464	490	339	231	306	465	712	183	397	438	448	388	647	500	466	630	619	595	474	468	307	12.2088	5.6897
MATH.I+II.	35	254	666	586	525	625	832	693	457	510	499	534	407	295	353	486	757	206	417	472	472	435	679	547	514	679	632	650	526	516	336	21.9848	8.6444
III.ADV.	36	174	530	493	466	488	767	603	368	400	437	446	273	163	271	412	629	141	342	387	377	304	526	422	393	518	538	495	423	415	278	4.4992	3.1511
MATH.TOT.	37	245	662	590	535	618	856	703	455	505	507	536	390	273	348	490	760	198	418	472	469	420	671	540	506	668	638	640	524	514	336	26.4840	11.2230
AR.COMP.	38	217	351	298	267	372	419	346	203	278	217	212	201	189	166	349	393	172	244	295	383	343	432	350	324	470	352	416	284	225	198	31.5345	20.3506
TBL.RDG.	39	097	110	133	104	131	138	104	053	075	071	077	104	070	060	125	139	058	098	199	116	101	129	106	122	145	109	174	133	145	206	10.2577	10.1736
CLER.CHK.	40	162	177	188	168	172	187	153	088	101	093	069	081	070	085	198	189	060	176	354	287	174	211	195	184	264	199	246	152	128	231	24.7902	20.8155
OBJ.INSP.	41	089	120	124	144	081	119	113	076	103	104	106	099	044	074	130	141	087	105	229	080	106	101	108	091	124	112	169	205	247	300	21.9078	8.1413
AR.COMP.	42	283	367	309	276	378	461	358	193	276	187	210	195	200	171	374	408	218	303	367	455	411	490	381	339	535	382	372	282	217	234	40.8209	11.0799
TBL.RDG.	43	099	072	099	078	091	119	057	018	023	017	038	057	038	045	107	094	058	097	237	107	074	100	082	057	108	105	097	096	111	213	13.9392	8.2056
CLER.CHK.	44	105	015	057	052	026	075	004	-027	-013	-041	-057	-042	-018	015	103	025	054	098	288	174	080	074	069	044	111	110	067	034	033	202	38.1212	14.7591
OBJ.INSP.	45	089	088	099	115	050	089	077	050	070	072	080	082	024	064	109	106	087	089	218	052	088	065	080	053	087	089	120	180	227	297	23.4400	7.3822
AR.COMP.	46	244	273	230	204	277	358	265	132	198	117	151	137	150	126	285	302	184	254	308	372	337	388	293	253	425	293	241	201	151	191	43.9164	11.0993
TBL.RDG.	47	064	007	028	022	017	055	-013	-024	-039	-045	-015	-011	-009	013	049	013	036	058	187	057	019	032	027	-031	030	062	-018	023	035	139	17.6207	10.0485
CLER.CHK.	48	061	-060	-012	-009	-045	012	-063	-074	-062	-094	-103	-090	-054	-018	042	-053	042	046	207	093	024	-000	001	-026	023	051	-025	-025	-016	153	42.5649	15.4513
OBJ.INSP.	49	078	043	061	071	011	048	029	015	026	028	043	054	-000	045	073	056	077	062	182	016	058	018	041	006	037	054	053	133	179	260	24.9722	7.4620
PREF.	50	145	-108	-063	-088	-087	-115	-112	-074	-091	-095	-110	-046	-028	-056	-017	-105	020	-031	016	-017	-005	-091	-098	-135	-082	-097	-121	-088	-096	-027	61.3026	26.5707
SOCIAB.	51	189	061	064	087	045	043	002	009	026	-006	-043	059	047	062	149	061	-002	044	140	095	051	060	039	045	073	037	060	045	-019	012	6.5702	2.9544
SOC.SENSI.	52	152	170	188	210	136	163	142	098	129	158	102	093	065	120	131	190	021	099	210	140	095	161	128	134	167	168	171	130	074	044	4.4232	2.2972
IMPULS.	53	112	096	092	070	066	028	035	045	062	080	039	099	036	049	093	085	011	002	116	060	018	025	015	002	031	022	077	059	022	028	2.0317	1.6887
VIGOR	54	169	144	131	146	129	133	109	097	087	085	051	105	129	130	209	164	007	064	149	115	088	110	089	084	124	087	116	088	039	053	3.8388	2.1638
CALMNESS	55	199	213	197	191	170	225	195	150	142	178	169	141	127	176	143	242	068	117	169	149	121	191	149	141	193	166	162	168	157	094	4.5814	2.5395
TIDINESS	56	156	125	112	134	091	135	079	034	043	068	057	062	037	113	089	124	016	067	129	134	081	126	089	080	131	103	096	079	026	034	5.4149	2.8321
CULTURE	57	101	071	114	153	054	099	046	049	011	031	006	-004	030	110	067	087	010	043	101	088	049	109	075	070	100	101	060	050	-027	004	4.7539	2.3653
LEADER.	58	085	128	148	167	119	177	120	080	076	059	057	038	022	083	164	149	011	077	154	118	061	135	085	060	120	147	102	086	019	037	1.4004	1.4255
SELF-CONF.	59	181	211	196	197	168	196	179	166	145	150	168	164	104	160	154	234	060	122	178	140	111	170	127	125	172	156	189	161	113	073	5.3264	2.4238
MATUR.	60	187	204	171	167	159	237	187	132	125	144	172	156	120	166	100	228	015	094	189	164	122	201	151	132	198	202	173	167	108	077	11.7562	5.3637

Decimal points omitted

Table B-3 (Continued)

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 12 (N = 3027) for Subsample 0

cription		R-282 VIS.3 DIM. 31	R-290 ABST.REAS. 32	R-311 I.AR.REAS. 33	R-312 II.INTROD. 34	R-320 MATH.I+II. 35	R-333 III.ADV. 36	R-340 MATH.TOT. 37	F-410 AR.COMP. 38	F-420 TBL.RDG. 39	F-430 CLER.CHK. 40	F-440 OBJ.INSP. 41	R-410 AR.COMP. 42	R-420 TBL.RDG. 43	R-430 CLER.CHK. 44	R-440 OBJ.INSP. 45	A-410 AR.COMP. 46	A-420 TBL.RDG. 47	A-430 CLER.CHK. 48	A-440 OBJ.INSP. 49	A-500 PREF. 50	R-601 SOCIAB. 51	R-602 SOC.SENSI. 52	R-603 IMPULS. 53	R-604 VIGOR 54	R-605 CALMNESS 55	R-606 TIDINESS 56	R-607 CULTURE 57	R-608 LEADER. 58	R-609 SELF-CONF. 59	R-610 MATUR. 60	MEAN	S.D.
REEN.	1	093	160	263	219	254	174	245	217	097	162	089	283	099	105	089	244	064	061	078	145	189	152	112	169	199	156	101	085	181	187	11.5534	1.1055
CAB.	2	375	491	620	617	666	530	662	351	110	177	120	367	072	015	088	273	007	-060	043	-108	061	170	096	144	213	125	071	128	211	204	13.9802	3.8096
T.	3	276	419	517	561	586	493	590	298	133	188	124	309	099	057	099	230	028	-012	061	-063	064	188	092	131	197	112	114	148	196	171	13.8041	4.6653
SIC	4	274	401	458	506	525	466	535	267	104	168	144	276	078	052	115	204	022	-009	071	-088	087	210	070	146	191	134	153	167	197	167	6.4424	3.0501
C.STUD.	5	316	438	575	583	625	488	618	372	131	172	081	378	091	026	050	277	017	-045	011	-087	045	136	066	129	170	091	054	119	168	159	16.5920	4.9950
TH.	6	418	531	670	837	832	767	856	419	138	187	119	461	119	075	089	358	055	012	048	-115	043	163	028	133	225	135	099	177	196	237	11.2299	6.1466
YS.SCI.	7	420	511	599	671	693	603	703	346	104	153	113	358	057	004	077	265	-013	-063	029	-112	002	142	035	109	195	079	046	120	179	187	10.3783	4.3634
OL.SCI.	8	328	345	439	414	457	368	455	203	053	088	076	193	018	-027	050	132	-024	-074	015	-074	009	098	045	097	150	034	049	080	166	132	6.7823	2.2452
I.ATT.	9	304	411	504	454	510	400	505	278	075	101	103	276	023	-013	070	198	-039	-062	026	-091	026	129	062	087	142	043	011	076	145	125	6.5385	1.8815
RO.-SP.	10	372	403	463	464	499	437	507	217	071	093	104	187	017	-041	072	117	-045	-094	028	-095	-006	158	080	085	178	068	031	059	150	144	5.0866	2.4489
EC.	11	438	409	504	490	534	446	536	212	077	069	106	210	038	-057	080	151	-015	-103	043	-110	-043	102	039	051	169	057	006	057	168	172	10.4926	4.5128
CH.	12	378	339	439	339	407	273	390	201	104	081	099	195	057	-042	082	137	-011	-090	054	-046	059	093	099	105	141	062	-004	038	164	156	13.5296	3.1735
RM.	13	229	246	342	231	295	163	273	189	070	070	044	200	038	-018	024	150	-009	-054	-000	-028	047	065	036	129	127	037	030	022	104	120	8.5385	2.1399
ME EC.	14	300	240	362	306	353	271	348	166	060	085	074	171	045	015	064	126	013	-018	045	-056	062	120	049	130	176	113	110	083	160	166	9.2213	2.9118
ORTS	15	137	323	428	465	486	412	490	349	125	198	130	374	107	103	109	285	049	042	073	-017	149	131	093	209	143	089	067	164	154	100	8.7734	2.9410
F.TOT.	16	448	547	689	712	757	629	760	393	139	189	141	408	094	025	106	302	013	-053	056	-105	061	190	085	164	242	124	087	149	234	228	152.9422	37.5150
M./SEN.	17	146	153	204	183	206	141	198	172	058	060	087	218	058	054	087	184	036	042	077	020	-002	021	011	007	068	016	010	011	060	015	8.6333	2.9563
M./WDS.	18	212	300	372	397	417	342	418	244	098	176	105	303	097	098	089	254	058	046	062	-031	044	099	002	064	117	067	043	077	122	094	11.1639	5.2608
SG.WDS.	19	268	405	439	438	472	387	472	295	199	354	229	367	237	288	218	308	187	207	182	016	140	210	116	149	169	129	101	154	178	189	15.6326	7.0445
ELLING	20	138	303	422	448	472	377	469	383	116	287	080	455	107	174	052	372	057	093	016	-017	095	140	060	115	149	134	088	118	140	164	9.5068	3.0921
P.	21	207	289	427	388	435	304	420	343	101	174	106	411	074	080	088	337	019	024	058	-005	051	095	018	088	121	081	049	061	111	122	29.4120	3.9295
NCT.	22	340	464	604	647	679	526	671	432	129	211	101	490	100	074	065	388	032	-000	018	-091	060	161	025	110	191	126	109	135	170	201	17.5094	4.5611
G.USAGE	23	273	385	521	500	547	422	540	350	106	195	108	381	082	069	080	293	027	001	041	-098	039	128	015	089	149	089	075	085	127	151	16.9551	3.4728
.EXP.	24	289	386	493	466	514	393	506	324	122	184	091	339	057	044	053	253	-031	-026	006	-135	045	134	002	084	141	080	070	060	125	132	8.9812	2.2653
G.TOT.	25	320	466	631	630	679	518	668	470	145	264	124	535	108	111	087	425	030	023	037	-082	073	167	031	124	193	131	100	120	172	198	82.3644	13.7397
.FUNCT.	26	356	466	536	619	632	538	638	352	109	199	112	382	105	110	089	293	062	051	054	-097	037	168	022	087	166	103	101	147	156	202	10.1348	5.1898
.COMP.	27	390	555	616	595	650	495	640	416	174	246	169	372	097	067	120	241	-018	-025	053	-121	060	171	077	116	162	096	060	102	189	173	32.6670	10.3510
EAT.	28	465	493	510	474	526	423	524	284	133	152	205	282	096	034	180	201	023	-025	133	-088	045	130	059	088	168	079	050	086	161	167	10.1130	4.2174
CH.REAS.	29	607	566	496	468	516	415	514	225	145	128	247	217	111	033	227	151	035	-016	179	-096	-019	074	022	039	157	026	-027	019	113	108	13.2854	3.9434
S.2 DIM.	30	461	403	317	307	336	278	336	198	206	231	300	234	213	202	297	191	139	153	260	-027	012	044	028	053	094	034	004	037	073	077	14.4939	5.6982
S.3 DIM.	31		537	446	415	460	368	458	215	130	107	252	199	086	025	224	133	009	-017	169	-119	-056	038	-002	008	093	015	-014	037	067	092	9.6914	3.3769
ST.REAS.	32	537		534	538	578	457	573	337	137	194	241	325	099	071	206	226	023	004	144	-132	000	095	-001	061	118	061	020	075	094	109	9.4668	2.9240
.AR.REAS.	33	446	534		708	885	591	848	443	132	177	105	490	110	048	070	382	046	-019	023	-122	036	107	028	105	178	079	019	114	162	189	9.7760	3.6258
.INTROD.	34	415	538	708		955	775	953	461	137	194	115	540	122	078	085	437	061	013	042	-118	044	133	013	102	190	122	067	160	178	206	12.2088	5.6897
TH.I+II.	35	460	578	885	955		758	983	489	146	202	120	561	126	072	085	448	059	000	038	-129	044	132	020	111	200	114	052	153	185	215	21.9848	8.6444
I.ADV.	36	368	457	591	775	758		865	353	121	172	115	439	125	087	094	368	081	034	062	-086	053	128	034	122	206	096	082	164	181	203	4.4992	3.1511
TH.TOT.	37	458	573	848	953	983	865		476	146	204	125	555	132	080	092	448	068	010	046	-124	049	138	025	120	212	115	063	164	193	223	26.4840	11.2230
.COMP.	38	215	337	443	461	489	353	476		274	285	162	704	194	112	103	326	039	015	027	-052	092	063	001	105	102	127	040	070	083	146	31.5345	20.3506
L.RDG.	39	130	137	132	137	146	121	146	274		370	380	266	814	320	352	186	317	241	282	101	084	039	025	050	087	069	047	042	066	070	10.2577	10.1736
ER.CHK.	40	107	194	177	194	202	172	204	285	370		310	343	392	720	314	282	265	468	283	086	135	105	050	100	106	118	096	084	116	121	24.7902	20.8155
J.INSP.	41	252	241	105	115	120	115	125	162	380	310		235	394	329	951	214	258	280	790	115	064	060	074	055	060	036	044	074	061	054	21.9078	8.1413
.COMP.	42	199	325	490	540	561	439	555	704	266	343	235		331	322	234	901	271	256	207	099	152	102	061	179	171	166	085	161	144	229	40.8209	11.0799
L.RDG.	43	086	099	110	122	126	125	132	194	814	392	394	331		495	436	322	809	455	434	218	112	060	059	082	099	073	058	079	081	092	13.9392	8.2056
ER.CHK.	44	025	071	048	078	072	087	080	112	320	720	329	322	495		408	360	485	950	449	246	156	112	097	122	109	123	128	135	100	139	38.1212	14.7591
J.INSP.	45	224	206	070	085	085	094	092	103	352	314	951	234	436	408		249	356	379	941	180	077	074	096	074	073	048	059	091	071	068	23.4400	7.3822
.COMP.	46	133	226	382	437	448	368	448	326	186	282	214	901	322	360	249		337	332	259	163	146	097	081	174	165	142	088	171	141	216	43.9164	11.0993
L.RDG.	47	009	023	046	061	059	081	068	039	317	265	258	271	809	485	356	337		499	423	254	098	058	072	083	074	050	046	087	065	080	17.6207	10.0485
ER.CHK.	48	-017	004	-019	013	000	034	010	015	241	468	280	256	455	950	379	332	499		444	274	138	095	102	111	092	104	120	134	075	123	42.5649	15.4513
J.INSP.	49	169	144	023	042	038	062	046	027	282	283	790	207	434	449	941	259	423	444		231	083	082	110	086	080	056	068	099	074	075	24.9722	7.4620
EF.	50	-119	-132	-122	-118	-129	-086	-124	-052	101	086	115	099	218	246	180	163	254	274	231		176	080	201	124	124	088	115	113	066	116	61.3026	26.5707
CIAB.	51	-056	000	036	044	044	053	049	092	084	135	064	152	112	156	077	146	098	138	083	176		501	259	501	404	381	413	392	333	409	6.5702	2.9544
C.SENSI.	52	038	095	107	133	132	128	138	063	039	105	060	102	060	112	074	097	058	095	082	080	501		219	436	562	488	556	408	280	558	4.4232	2.2972
PULS.	53	-002	-001	028	013	020	034	025	001	025	050	074	061	059	097	096	081	072	102	110	201	259	219		235	147	087	190	260	136	198	2.0317	1.6887
IGOR	54	008	061	105	102	111	122	120	105	050	100	055	179	082	122	074	174	083	111	086	124	501	436	235		421	429	421	439	299	561	3.8388	2.1638
LMNESS	55	093	118	178	190	200	206	212	102	087	106	060	171	099	109	073	165	074	092	080	124	404	562	147	421		477	479	360	435	588	4.5814	2.5395
DINESS	56	015	061	079	122	114	096	115	127	069	118	036	166	073	123	048	142	050	104	056	088	381	488	087	429	477		546	332	278	606	5.4149	2.8321
LTURE	57	-014	020	019	067	052	082	063	040	047	096	044	085	058	128	059	088	046	120	068	115	413	556	190	421	479	546		431	294	536	4.7539	2.3653
ADER.	58	037	075	114	160	153	164	164	070	042	084	074	161	079	135	091	171	087	134	099	113	392	408	260	439	360	332	431		315	485	1.4004	1.4255
LF-CONF.	59	067	094	162	178	185	181	193	083	066	116	061	144	081	100	071	141	065	075	074	066	333	280	136	299	435	278	294	315		409	5.3264	2.4238
TUR.	60	092	109	189	206	215	203	223	146	070	121	054	229	092	139	068	216	080	123	075	116	409	558	198	561	588	606	536	485	409		11.7562	5.3637

Decimal points omitted

Table B-4

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 12 (N = 3061) for Subsample 0

Description		R-101 SCREEN.	R-102 VOCAB.	R-103 LIT.	R-104 MUSIC	R-105 SOC.STUD.	R-106 MATH	R-107 PHYS.SCI.	R-108 BIOL.SCI.	R-109 SCI.ATT.	R-110 AERO.-SP.	R-111 ELEC.	R-112 MECH.	R-113 FARM.	R-114 HOME EC.	R-115 SPORTS	R-190 INF.TOT.	R-211 MEM./SENT.	R-212 MEM./WDS.	R-220 DISG.WDS.	R-231 SPELLING	R-232 CAP.	R-233 PUNCT.	R-234 ENG.USAGE	R-235 EFF.EXP.	R-230 ENG.TOT.	R-240 WD.FUNCT.	R-250 RD.COMP.	R-260 CREAT.	R-270 MECH.REAS.	R-281 VIS.2DIM.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	MEAN	S.D.
SCREEN.	1		250	225	233	276	143	157	159	214	099	168	207	239	271	207	304	112	144	223	177	252	220	168	148	252	166	273	193	169	160	11.7351	.7653
VOCAB.	2	250		704	668	723	521	670	615	559	433	483	493	518	475	533	866	238	469	521	413	362	570	498	460	602	562	745	556	530	308	12.6560	4.0630
LIT.	3	225	704		660	722	604	617	564	490	409	405	368	433	354	480	313	211	423	467	385	317	515	475	424	552	520	704	465	429	232	13.8063	4.7055
MUSIC	4	233	668	660		650	535	554	476	446	374	383	362	392	350	471	746	186	372	500	370	306	473	440	386	515	464	631	458	418	252	7.0647	2.9488
SOC.STUD.	5	276	723	722	650		613	650	578	498	391	442	425	497	408	513	843	227	429	452	400	337	543	460	413	565	528	716	495	445	246	14.6286	4.8297
MATH.	6	143	621	604	535	613		707	515	427	377	493	379	352	311	432	779	234	424	395	354	265	531	432	347	513	613	566	432	479	276	8.0301	5.3159
PHYS.SCI.	7	157	670	617	554	650	707		599	454	450	558	466	443	376	465	822	239	418	380	314	275	485	423	339	486	548	612	476	538	270	7.2339	3.9747
BIOL.SCI.	8	159	615	564	476	578	515	599		440	355	414	445	483	379	378	716	202	365	361	285	254	434	386	326	444	460	577	438	449	240	5.8239	2.2146
SCI.ATT.	9	214	559	490	446	498	427	454	440		283	316	354	390	365	383	621	169	329	375	257	253	439	370	357	440	425	586	409	432	260	6.4668	1.8236
AERO.-SP.	10	099	433	409	374	391	377	450	355	283		398	350	306	225	366	540	110	253	240	159	156	264	236	213	270	277	390	341	385	193	2.7605	1.7256
ELEC.	11	168	483	405	383	442	493	558	414	316	398		465	350	338	367	635	159	255	252	190	194	299	258	203	303	324	394	386	407	230	5.7625	2.8054
MECH.	12	207	493	368	362	425	379	466	445	354	350	465		528	459	385	630	181	277	278	177	209	315	267	226	316	323	442	447	443	290	8.6227	3.0197
FARM.	13	239	518	433	392	497	352	443	483	390	306	350	528		472	411	636	191	339	314	238	248	392	336	277	395	370	506	419	401	263	7.7102	2.4208
HOME EC.	14	271	475	354	350	408	311	376	379	365	225	338	459	472		331	577	160	252	264	212	249	340	292	261	355	309	423	419	365	253	13.6168	3.2230
SPORTS	15	207	533	480	471	513	432	465	378	383	366	367	385	411	331		641	152	298	328	264	236	349	296	288	373	364	499	417	397	238	5.9307	2.5202
INF.TOT.	16	304	866	813	746	843	779	822	716	621	540	635	630	636	577	641		273	502	525	421	377	613	531	462	632	630	792	615	608	352	131.8455	33.5982
MEM./SEN.	17	112	238	211	186	227	234	239	202	169	110	159	181	191	160	152	273		375	165	208	255	276	251	211	313	246	286	277	207	174	9.3551	3.1226
MEM./WDS.	18	144	469	423	372	429	424	418	365	329	253	255	277	339	252	298	502	375		415	391	323	467	400	363	507	449	490	394	330	265	13.2587	5.6376
DISG.WDS.	19	223	521	467	500	452	395	380	361	375	240	252	278	314	264	328	525	165	415		498	324	510	445	417	569	494	564	459	370	329	17.4698	6.9302
SPELLING	20	177	413	385	370	400	354	314	285	257	159	190	177	238	212	264	421	208	391	498		432	537	484	390	727	424	444	316	197	175	11.0908	2.6585
CAP.	21	252	362	317	306	337	265	275	254	253	156	194	209	248	249	236	377	255	323	324	432		547	508	450	753	314	378	276	241	209	30.5815	2.7675
PUNCT.	22	220	570	515	473	543	531	485	434	439	264	299	315	392	340	349	613	276	467	510	537	547		611	507	870	622	599	436	431	317	19.6393	4.1874
ENG.USAGE	23	168	498	475	440	460	432	423	386	370	236	258	267	336	292	296	531	251	400	445	484	508	611		502	809	481	512	373	343	226	17.9170	3.0452
EF.EXP.	24	148	460	424	386	413	347	339	326	357	213	203	226	277	261	288	462	211	363	417	390	450	507	502		688	395	502	353	294	234	9.4828	1.9584
ENG.TOT.	25	252	602	552	515	565	513	486	444	440	270	303	316	395	355	373	632	313	507	569	727	753	870	809	688		596	634	459	402	306	88.7115	11.4714
WD.FUNCT.	26	166	562	520	464	528	613	548	460	425	277	324	323	370	309	364	630	246	449	494	424	314	622	481	395	596		613	480	474	298	11.6335	5.5702
RD.COMP.	27	273	745	704	631	716	566	612	577	586	390	394	442	506	423	499	792	286	490	564	444	378	599	512	502	634	613		601	531	329	33.2787	9.4243
CREAT.	28	193	556	465	458	495	432	476	438	409	341	386	447	419	419	417	615	277	394	459	316	276	438	373	353	459	480	601		496	332	9.1457	3.8549
MECH.REAS.	29	169	530	429	418	445	479	538	449	432	385	407	443	401	365	397	608	207	330	370	197	241	431	343	294	402	474	531	496		419	8.7537	3.5633
VIS.2 DIM.	30	160	306	232	252	246	276	270	240	260	193	230	290	263	253	238	352	174	265	329	175	209	317	226	234	306	298	329	332	419		11.9801	5.6817
VIS.3 DIM.	31	147	437	351	360	384	420	448	376	368	313	328	380	375	347	312	518	180	330	312	165	220	401	318	266	367	426	478	456	570	451	8.3986	3.0974
ABST.REAS.	32	192	510	442	450	468	457	460	379	420	267	292	313	338	331	357	558	210	386	430	288	310	481	382	367	481	472	573	466	525	382	9.0617	2.9218
I.AR.REAS.	33	189	604	509	475	575	583	552	452	492	321	389	402	412	390	408	670	267	432	425	405	392	587	468	425	599	585	635	506	506	336	8.6808	3.5874
II.INTROD.	34	157	573	525	475	570	793	634	463	408	332	425	354	343	304	399	691	277	407	398	397	353	575	476	367	576	500	557	446	474	303	10.1147	4.7667
MATH.I+II.	35	189	648	572	525	632	777	662	506	491	362	452	414	412	377	445	754	301	462	453	442	408	641	522	433	647	655	653	521	539	351	18.7955	7.5608
III.ADV.	36	086	437	407	370	423	679	509	347	312	323	366	253	223	200	308	540	183	315	290	256	227	395	331	267	392	451	393	336	390	233	3.2568	2.4422
MATH.TOT.	37	176	641	572	523	624	809	671	503	481	379	463	403	393	358	443	754	292	458	444	426	391	624	511	422	629	551	633	512	540	346	22.0523	9.3074
AR.COMP.	38	207	349	277	292	340	368	299	240	287	134	217	244	289	248	280	398	191	310	355	395	345	461	353	294	487	393	400	311	257	248	33.4548	17.9879
TBL.RDG.	39	154	077	089	123	095	055	048	039	052	017	053	056	051	062	073	095	066	112	241	119	096	102	086	064	122	114	131	164	078	243	11.3930	7.9677
CLER.CHK.	40	156	192	175	220	164	140	138	096	136	057	112	087	086	087	129	191	096	193	386	265	144	204	168	141	239	200	221	195	143	232	31.5273	19.0982
OBJ.INSP.	41	172	177	157	201	154	127	162	115	128	102	118	150	135	171	137	206	108	170	281	128	159	180	149	103	191	175	241	262	248	322	23.2581	7.2881
AR.COMP.	42	248	342	286	289	345	413	325	232	273	150	252	245	291	246	300	414	237	345	398	448	421	488	375	313	537	425	382	327	262	295	41.5158	10.7278
TBL.RDG.	43	138	063	077	109	085	059	045	025	035	004	060	043	037	059	070	084	090	134	267	134	090	098	081	046	118	110	115	158	068	251	14.3728	7.0224
CLER.CHK.	44	092	044	065	088	051	065	045	014	-010	-012	038	-011	-023	-021	033	048	090	119	315	166	070	081	070	005	104	112	064	074	042	199	41.8102	13.7977
OBJ.INSP.	45	162	141	120	171	121	103	138	092	089	087	104	124	105	148	115	168	098	147	264	102	130	135	108	069	145	146	192	235	224	313	24.5995	6.6569
AR.COMP.	46	227	276	240	235	286	366	282	185	215	133	227	202	240	200	257	349	222	304	351	398	390	416	321	268	469	367	303	277	217	269	44.2029	10.1335
TBL.RDG.	47	093	035	049	072	058	050	033	006	011	-010	055	021	015	043	052	056	096	128	238	121	065	074	058	018	089	084	075	119	043	206	17.3525	7.7039
CLER.CHK.	48	049	-029	006	016	-008	021	-004	-025	-075	-042	-001	-055	-070	-067	-015	-024	075	069	239	098	027	013	016	-058	028	056	-017	008	-010	156	45.2378	13.9550
OBJ.INSP.	49	136	089	068	123	074	069	099	059	037	063	080	085	063	110	081	112	078	109	223	064	087	074	054	026	082	101	120	184	178	275	25.9409	6.6089
PREF.	50	114	-080	-027	-077	-062	-088	-082	-051	-111	-038	-031	-017	-049	-028	-066	-077	053	010	060	004	004	-073	-061	-060	-051	-079	-076	-003	-110	063	60.2728	23.1830
SOCIAB.	51	154	-027	-022	032	-017	-048	-071	-069	014	-060	-040	-039	-021	-007	041	-031	014	-018	100	047	060	025	001	010	037	-009	-014	000	-039	035	7.2901	2.8987
SOC.SENSI.	52	142	162	171	185	143	110	097	128	136	066	083	048	050	082	094	161	048	092	213	140	117	141	139	150	175	140	170	114	075	075	5.6762	2.2540
IMPULS.	53	075	136	158	140	133	066	113	131	081	097	103	106	070	041	102	148	-012	031	129	039	009	012	023	014	024	050	132	081	102	051	2.0418	1.7456
VIGOR	54	102	089	096	118	109	098	095	074	092	040	074	085	075	046	139	125	027	037	124	072	061	067	052	065	081	066	090	097	099	082	3.7563	2.1803
CALMNESS	55	120	162	144	170	156	156	132	108	118	062	108	107	102	095	122	181	074	092	159	130	110	144	125	113	161	150	140	136	094	110	4.9043	2.5747
TIDINESS	56	122	023	-003	052	024	007	-030	-031	011	-059	-016	-008	-023	028	-003	005	030	027	119	122	065	052	064	058	090	058	020	008	-030	061	6.6321	2.7336
CULTURE	57	137	168	193	227	180	169	140	145	123	054	061	065	061	082	132	191	052	090	200	143	104	151	150	125	175	179	157	100	076	070	6.1970	2.1949
LEADER.	58	056	112	131	161	139	184	151	111	097	070	088	038	041	041	137	158	037	104	171	116	041	116	092	061	114	176	105	103	073	086	1.4443	1.4382
SELF-CONF.	59	102	124	131	143	131	140	135	096	118	090	092	091	080	065	118	159	098	077	143	119	074	136	118	096	143	146	115	112	085	075	5.4995	2.6010
MATUR.	60	131	216	185	188	218	251	201	152	141	098	151	131	114	105	141	242	111	157	220	200	132	208	170	151	225	248	193	187	111	117	12.7063	5.2176

Decimal points omitted

Table B-4 (Continued)

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 12 (N = 3061) for Subsample 0

ription		R-282 VIS.3 DIM.	R-290 ABST.REAS.	R-311 I.AR.REAS.	R-312 II.INTROD.	R-320 MATH.I+II.	R-333 III.ADV.	R-340 MATH.TOT.	F-410 AR.COMP.	F-420 TBL.RDG.	F-430 CLER.CHK.	F-440 OBJ.INSP.	R-410 AR.COMP.	R-420 TBL.RDG.	R-430 CLER.CHK.	R-440 OBJ.INSP.	A-410 AR.COMP.	A-420 TBL.RDG.	A-430 CLER.CHK.	A-440 OBJ.INSP.	A-500 PREF.	R-601 SOCIAB.	R-602 SOC.SENSI.	R-603 IMPULS.	R-604 VIGOR	R-605 CALMNESS	R-606 TIDINESS	R-607 CULTURE	R-608 LEADER.	R-609 SELF-CONF.	R-610 MATUR.		
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	MEAN	S.D.
REEN.	1	147	192	189	157	189	086	176	207	154	156	172	248	138	092	162	227	093	049	136	114	154	142	075	102	120	122	137	056	102	131	11.7351	.7653
CAB.	2	437	510	604	573	648	437	641	349	077	192	177	342	063	044	141	276	035	-029	089	-080	-027	162	136	089	162	023	168	112	124	216	12.6560	4.0630
IT.	3	351	442	509	525	572	407	572	277	089	175	157	286	077	065	120	240	049	006	068	-027	-022	171	158	096	144	-003	193	131	131	185	13.8063	4.7055
JSIC	4	360	450	475	475	525	370	523	292	123	220	201	289	109	088	171	235	072	016	123	-077	032	185	140	118	170	052	227	161	143	188	7.0647	2.9488
C.STUD.	5	384	468	575	570	632	423	624	340	095	164	154	345	085	051	121	286	058	-008	074	-062	-017	143	133	109	156	024	180	139	131	218	14.6286	4.8297
TH.	6	420	457	583	793	777	679	809	368	055	140	127	413	059	065	103	366	050	021	069	-088	-048	110	066	098	156	007	169	184	140	251	8.0301	5.3159
IYS.SCI.	7	448	460	552	634	662	509	671	299	048	138	162	325	045	045	138	282	033	-004	099	-082	-071	097	113	095	132	-030	140	151	135	201	7.2339	3.9747
IOL.SCI.	8	376	379	452	463	506	347	503	240	039	096	115	232	025	014	092	185	006	-025	059	-051	-069	128	131	074	108	-031	145	111	096	152	5.8239	2.2146
I.ATT.	9	368	420	492	408	491	312	481	287	052	136	128	273	035	-010	089	215	011	-075	037	-111	014	136	081	092	118	011	123	097	118	141	6.4668	1.8236
RO.-SP.	10	313	267	321	332	362	323	379	134	017	057	102	150	004	-012	087	133	-010	-042	063	-038	-060	066	097	040	062	-059	054	070	090	098	2.7605	1.7256
EC.	11	328	292	389	425	452	366	463	217	053	112	118	252	060	038	104	227	055	-001	080	-031	-040	083	103	074	108	-016	061	088	092	151	5.7625	2.8054
CH.	12	380	313	402	354	414	253	403	244	056	087	150	245	043	-011	124	202	021	-055	085	-017	-039	048	106	085	107	-008	065	038	091	131	8.6227	3.0197
RM.	13	375	338	412	343	412	223	393	289	051	086	135	291	037	-023	105	240	015	-070	063	-049	-021	050	070	075	102	-023	061	041	080	114	7.7102	2.4208
ME EC.	14	347	331	390	304	377	200	358	248	062	087	171	246	059	-021	148	200	043	-067	110	-028	-007	082	041	046	095	028	082	041	065	105	13.6168	3.2230
ORTS	15	312	357	408	399	445	308	443	280	073	129	137	300	070	033	115	257	052	-015	081	-066	041	094	102	139	122	-003	132	137	118	141	5.9307	2.5202
F.TOT.	16	518	558	670	691	754	540	754	398	095	191	206	414	084	048	168	349	056	-024	112	-077	-031	161	148	125	181	005	191	158	159	242	131.8455	33.5982
M./SEN.	17	180	210	267	277	301	183	292	191	066	096	108	237	090	090	098	222	096	075	078	053	014	048	-012	027	074	030	052	037	098	111	9.3551	3.1226
M./WDS.	18	330	386	432	407	462	315	458	310	112	193	170	345	134	119	147	304	128	069	109	010	-018	092	031	037	092	027	090	104	077	157	13.2587	5.6376
SG.WDS.	19	312	430	425	398	453	290	444	355	241	386	281	398	267	315	264	351	238	239	223	060	100	213	129	124	159	119	200	171	143	220	17.4698	6.9302
ELLING	20	165	288	405	397	442	256	426	395	119	265	128	448	134	166	102	398	121	098	064	004	047	140	039	072	130	122	143	116	119	200	11.0908	2.6585
P.	21	220	310	392	353	408	227	391	345	096	144	159	421	090	070	130	390	065	027	087	004	060	117	009	061	110	065	104	041	074	132	30.5815	2.7675
NCT.	22	401	481	587	575	641	395	624	461	102	204	180	488	098	081	135	416	074	013	074	-073	025	141	012	067	144	052	151	116	136	208	19.6393	4.1874
G.USAGE	23	318	382	468	476	522	331	511	353	086	168	149	375	081	070	108	321	058	016	054	-061	001	139	023	052	125	064	150	092	118	170	17.9170	3.0452
.EXP.	24	266	367	425	367	433	267	422	294	064	141	103	313	046	005	069	268	018	-058	026	-060	010	150	014	065	113	058	125	061	096	151	9.4828	1.9584
G.TOT.	25	367	481	599	576	647	392	629	487	122	239	191	537	118	104	145	469	089	028	082	-051	037	175	024	081	161	090	175	114	143	225	88.7115	11.4714
.FUNCT.	26	426	472	585	600	655	451	651	393	114	200	175	425	110	112	146	367	084	056	101	-079	-009	140	050	066	150	058	179	176	146	248	11.6335	5.5702
.COMP.	27	478	573	635	557	653	393	633	400	131	221	241	382	115	064	192	303	075	-017	120	-076	-014	170	132	090	140	020	157	105	115	193	33.2787	9.4243
EAT.	28	456	466	506	446	521	336	512	311	164	195	262	327	158	074	235	277	119	008	184	-003	000	114	081	097	136	008	100	103	112	187	9.1457	3.8549
CH.REAS.	29	570	525	506	474	539	390	540	257	078	143	248	262	068	042	224	217	043	-010	178	-110	-039	075	102	099	094	-030	076	073	085	111	8.7537	3.5633
S.2 DIM.	30	451	382	336	303	351	233	346	248	243	232	322	295	251	199	313	269	206	156	275	063	035	075	051	082	110	061	070	086	075	117	11.9801	5.6817
S.3 DIM.	31		520	469	431	494	340	491	256	154	134	283	255	134	051	252	208	086	006	196	-070	-047	043	050	062	085	-010	062	077	069	122	8.3986	3.0974
ST.REAS.	32	520		528	467	545	347	534	333	179	217	316	310	154	089	272	241	095	018	200	-103	000	121	058	090	111	030	118	105	092	152	9.0617	2.9218
AR.REAS.	33	469	528		631	872	449	826	436	114	191	194	473	112	071	154	410	086	006	097	-102	-006	109	060	071	140	023	116	108	116	227	8.6808	3.5874
.INTROD.	34	431	467	631		930	671	931	451	096	174	157	518	101	099	130	464	085	051	089	-061	-007	111	033	099	166	031	149	168	155	264	10.1147	4.7667
TH.I+II.	35	494	545	872	930		636	979	491	115	200	191	551	117	096	155	487	094	035	102	-087	-007	122	049	096	171	031	149	157	153	274	18.7955	7.5608
I.ADV.	36	340	347	449	671	636		779	290	070	114	117	354	084	076	110	328	081	048	092	-061	-007	093	041	099	120	017	131	151	106	218	3.2568	2.4422
TH.TOT.	37	491	534	826	931	979	779		475	112	192	186	540	117	098	155	482	098	041	107	-086	-008	123	051	104	170	029	155	167	152	279	22.0523	9.3074
.COMP.	38	256	333	436	451	491	290	475		213	235	189	804	205	109	143	543	153	037	079	011	078	072	-045	070	118	104	094	083	102	190	33.4548	17.9879
L.RDG.	39	154	179	114	096	115	070	112	213		392	423	234	900	382	421	204	606	324	382	224	114	081	051	094	073	109	083	079	093	101	11.3930	7.9677
ER.CHK.	40	134	217	191	174	200	114	192	235	392		330	288	407	787	335	268	337	581	311	133	108	124	067	113	116	118	125	115	105	151	31.5273	19.0982
J.INSP.	41	283	316	194	157	191	117	186	189	423	330		251	428	350	962	242	342	311	835	187	097	091	072	111	088	084	111	096	095	107	23.2581	7.2881
.COMP.	42	255	310	473	518	551	354	540	804	234	288	251		300	247	243	936	305	195	212	103	123	115	006	147	168	139	135	155	152	267	41.5158	10.7278
L.RDG.	43	134	154	112	101	117	084	117	205	900	407	428	300		480	460	302	892	447	456	301	129	088	067	105	080	118	088	111	102	128	14.3728	7.0224
ER.CHK.	44	051	089	071	099	096	076	098	109	382	787	350	247	480		403	284	480	959	426	279	129	108	097	122	107	125	143	177	127	172	41.8102	13.7977
J.INSP.	45	252	272	154	130	155	110	155	143	421	335	962	243	460	403		258	403	379	954	244	110	097	091	117	093	094	124	121	098	121	24.5995	6.6569
.COMP.	46	208	241	410	464	487	328	482	543	204	268	242	936	302	284	258		339	253	253	138	127	120	035	166	168	135	134	170	154	264	44.2029	10.1335
L.RDG.	47	086	095	086	085	094	081	098	153	606	337	342	305	892	480	403	339		479	435	318	117	077	070	094	070	101	074	120	089	130	17.3525	7.7039
ER.CHK.	48	006	018	006	051	035	048	041	037	324	581	311	195	447	959	379	253	479		420	307	120	086	098	109	087	110	131	181	120	158	45.2378	13.9550
J.INSP.	49	196	200	097	089	102	092	107	079	382	311	835	212	456	426	954	253	435	420		285	115	094	104	113	091	096	127	138	092	126	25.9409	6.6089
EF.	50	-070	-103	-102	-061	-087	-061	-086	011	224	133	187	103	301	279	244	138	318	307	285		126	078	145	083	061	092	072	075	084	085	60.2728	23.1830
CIAB.	51	-047	000	-006	-007	-007	-007	-008	078	114	108	097	123	129	129	110	127	117	120	115	126		439	146	492	332	315	359	339	385	325	7.2901	2.8987
C.SENSI.	52	043	121	109	111	122	093	123	072	081	124	091	115	088	108	097	120	077	086	094	078	439		144	347	551	436	581	355	271	513	5.6762	2.2540
PULS.	53	050	058	060	033	049	041	051	-045	051	067	072	006	067	097	091	035	070	098	104	145	146	144		242	056	-025	140	206	129	096	2.0418	1.7456
GOR	54	062	090	071	099	096	099	104	070	094	113	111	147	105	122	117	166	094	109	113	083	492	347	242		337	300	392	402	324	436	3.7563	2.1803
LMNESS	55	085	111	140	166	171	120	170	118	073	116	088	168	080	107	093	168	070	087	091	061	332	551	056	337		481	515	364	408	562	4.9043	2.5747
DINESS	56	-010	030	023	031	031	017	029	104	109	118	084	139	118	125	094	135	101	110	096	092	315	436	-025	300	481		530	284	239	568	6.6321	2.7336
LTURE	57	062	118	116	149	149	131	155	094	083	125	111	135	088	143	124	134	074	131	127	072	359	581	140	392	515	530		433	315	563	6.1970	2.1949
ADER.	58	077	105	108	168	157	151	167	083	079	115	096	155	111	177	121	170	120	181	138	075	339	355	206	402	364	284	433		384	480	1.4443	1.4382
LF-CONF.	59	069	092	116	155	153	106	152	102	093	105	095	152	102	127	098	154	089	120	092	084	385	271	129	324	408	239	315	384		392	5.4995	2.6010
TUR.	60	122	152	227	264	274	218	279	190	101	151	107	267	128	172	121	264	130	158	126	085	325	513	096	436	562	568	563	480	392		12.7063	5.2176

Decimal points omitted

APPENDIX C

RAW-SCORE-TO-PERCENTILE CONVERSION TABLES AND MEANS AND STANDARD DEVIATIONS

BASED ON 15-YEAR-OLD POPULATION*
Separately for boys, girls, and total group

Percentiles, Means, and Standard Deviations for 53 TALENT Variables
and Means and Standard Deviations for 21 Additional Variables

Table No.		Page
C-1	Means and standard deviations on 74 variables	C-2
C-2	Percentile conversion tables on 53 variables: for 15-year-olds by sex	C-4
C-3	Percentile conversion tables on 53 variables: for 15-year-olds (boys and girls combined)	C-22
---	Explanatory notes for percentile conversion tables	C-31

---

*Estimates of the population values were obtained by the use of Weight D to weight the cases differentially.

Table C-1. Means and standard deviations of 15-year-old population For 74 variables

(Based on weighted cases*)

		No.of Items	Boys		Girls		Total		Page nos. ("C-") for %ile tables		
			Mean	σ	Mean	σ	Mean	σ	M	F	T
	Info.Part I subscores										
R-101	Screening	12	11.03	1.71	11.44	1.23	11.24	1.50	4	5	22
R-102	Vocabulary I	21	11.68	4.27	10.61	4.17	11.13	4.25	4	5	22
R-103	Literature	24	10.98	4.54	10.90	4.30	10.94	4.42	6	7	23
R-104	Music	13	5.28	2.90	5.94	2.93	5.62	2.94	6	7	23
R-105	Social Studies	24	13.69	5.74	11.99	5.12	12.82	5.50	6	7	23
R-106	Mathematics	23	8.02	4.69	6.94	4.16	7.47	4.46	6	7	23
R-107	Physical Sciences	18	8.78	3.98	6.86	3.52	7.79	3.87	6	7	23
R-108	Biological Sciences	11	5.91	2.52	5.19	2.35	5.54	2.46	6	7	23
R-109	Scientific Attitude	10	5.42	2.09	5.52	2.01	5.47	2.05	6	7	23
R-110	Aeronautics & Space	10	4.35	2.39	2.58	1.62	3.44	2.22	8	9	24
R-111	Electricity, electronics	20	8.30	4.17	5.22	2.53	6.72	3.75	8	9	24
R-112	Mechanics	19	10.95	3.72	7.10	2.90	8.97	3.84	8	9	24
R-113	Farming	12	7.34	2.63	6.75	2.64	7.04	2.65	8	9	24
R-114	Home Economics	21	7.67	2.98	11.64	3.54	9.71	3.83	8	9	24
R-115	Sports	14	7.33	3.15	5.12	2.44	6.19	3.02	8	9	24
	Info.Part II subscores										
R-131	Art	12	5.46	2.62	5.78	2.64	5.62	2.64	10	11	25
R-132	Law	9	4.35	1.86	3.91	1.65	4.12	1.77	--	--	--
R-133	Health	9	5.10	2.24	5.65	2.11	5.38	2.19	--	--	--
R-134	Engineering	6	2.90	1.33	2.40	1.29	2.64	1.33	--	--	--
R-135	Architecture	6	2.43	1.35	2.43	1.28	2.43	1.31	--	--	--
R-136	Journalism	3	1.47	0.99	1.49	0.98	1.48	0.98	--	--	--
R-137	Foreign travel	5	2.50	1.35	2.12	1.31	2.30	1.34	--	--	--
R-138	Military	7	2.26	1.46	1.72	1.19	1.98	1.36	--	--	--
R-139	Acct., bus., sales	10	3.96	1.92	3.98	1.85	3.97	1.88	10	11	25
R-140	Practical Knowledge	4	2.75	1.12	2.91	0.97	2.83	1.05	--	--	--
R-141	Clerical	3	1.32	0.85	1.70	0.92	1.52	0.90	--	--	--
R-142	Bible	15	6.34	3.32	6.66	3.24	6.51	3.28	10	11	25
R-143	Colors	3	1.07	0.84	1.49	0.93	1.29	0.91	--	--	--
R-144	Etiquette	2	0.80	0.69	1.06	0.74	0.93	0.72	--	--	--
R-145	Hunting	5	2.07	1.23	1.06	0.90	1.55	1.19	--	--	--
R-146	Fishing	5	1.63	1.22	0.99	0.90	1.30	1.12	--	--	--
R-147	Outdoor activities(other)	9	4.54	2.03	4.04	1.88	4.28	1.97	--	--	--
R-148	Photography	3	1.13	0.76	1.21	0.70	1.17	0.73	--	--	--
R-149	Games (sedentary)	5	2.29	1.22	1.94	1.02	2.11	1.14	--	--	--
R-150	Theater, ballet	8	3.48	1.73	4.06	1.79	3.77	1.78	--	--	--
R-151	Foods	4	1.03	0.96	1.27	1.01	1.15	0.99	--	--	--
R-152	Miscellaneous	10	4.44	1.96	4.20	1.72	4.32	1.85	--	--	--
R-162	Vocabulary II	9	5.12	2.42	5.48	2.24	5.31	2.34	4	5	22
	Info.Test composite scores										
R-172	Vocab.Total (I+II)	30	16.80	6.27	16.09	5.93	16.44	6.11	4	5	22
R-190	Info. I Total	252	126.73	39.78	113.80	33.40	120.09	37.22	4	5	22
R-192	Info. II Total	143	63.32	**	62.07	**	62.65	**	--	--	--
R-100	Info. Total (I+II)	395	190.05	**	175.87	**	182.74	**	--	--	--

(continued on next page)

Table C-1 (cont.) Means and standard deviations of 15-year-old population For 74 variables

(Based on weighted cases*)

	No.of Items	Boys		Girls		Total		Page nos. ("C-") for %ile tables		
		Mean	σ	Mean	σ	Mean	σ	M	F	T
R-211 Memory for Sentences	16	8.52	3.12	9.32	3.10	8.94	3.14	10	11	25
R-212 Memory for Words	24	10.03	4.95	11.70	5.46	10.89	5.29	10	11	25
R-220 Disguised Words	30	12.92	6.72	14.24	6.95	13.60	6.87	10	11	25
English Test										
R-231 Spelling	16	7.82	3.13	9.34	2.96	8.60	3.14	12	13	26
R-232 Capitalization	33	27.71	5.38	29.26	4.48	28.50	**	12	13	26
R-233 Punctuation	27	15.61	4.84	17.61	4.72	16.64	4.88	12	13	26
R-234 Usage	25	15.25	3.79	16.42	3.40	15.85	3.64	12	13	26
R-235 Effective Expression	12	7.60	2.66	8.39	2.34	8.01	2.53	12	13	26
R-230 English Total	113	73.99	15.98	81.02	14.29	77.60	15.54	12	13	26
R-240 Word Funct. in Sentences	24	8.62	4.99	10.13	5.54	9.40	5.33	12	13	26
R-250 Reading Comprehension	48	26.26	11.53	27.95	10.69	27.13	11.14	12	13	26
Miscellaneous Aptitudes										
R-260 Creativity	20	8.15	4.04	7.65	3.67	7.89	3.87	14	15	27
R-270 Mechanical Reasoning	20	11.64	4.22	8.13	3.50	9.84	4.24	14	15	27
R-281 Vis. in 2 Dimen.	24	13.11	5.83	11.25	5.61	12.15	5.79	14	15	27
R-282 Vis. in 3 Dimen.	16	8.46	3.38	7.63	3.00	8.03	3.22	14	15	27
R-290 Abstract Reasoning	15	8.40	3.21	8.28	3.14	8.34	3.18	14	15	27
Mathematics Test										
R-311 I Arith. Reasoning	16	7.78	3.56	7.40	3.45	7.59	3.51	16	17	28
R-312 II Introd. H.S. math	24	9.82	4.59	9.58	4.24	9.70	4.41	16	17	28
R-320 I + II	40	17.60	7.49	16.98	6.98	17.29	7.24	16	17	28
R-333 III Advanced	14	2.82	1.96	2.49	1.72	2.65	1.85	16	17	28
R-340 Math Total (I+II+III)	54	20.42	8.60	19.47	7.85	19.94	8.24	16	17	28
Tests of speed and accuracy										
F-410 Arith. Computation	72	21.25	26.64	27.35	21.60	24.38	24.37	18	19	29
F-420 Table Reading	72	6.08	**	8.86	**	7.51	**	18	19	29
F-430 Clerical Checking	74	17.79	**	25.09	**	21.54	**	18	19	29
F-440 Object Inspection	40	19.45	**	21.09	**	20.30	**	18	19	29
A-500 Preferences	166	58.64	**	57.66	**	58.14	**	18	19	29
A priori composites										
C-001 IQ composite	283	151.87	**	154.86	**	153.40	**	20	21	30
C-002 Gen.Acad.Apt.Comp.	829	450.40	**	469.30	**	460.10	**	20	21	30
C-003 Verbal Comp.	167	101.84	**	108.07	**	105.04	**	20	21	30
C-004 Quant. Comp.	246	89.97	**	84.36	**	87.09	**	20	21	30
C-005 Tech. Comp.	98	49.92	**	35.08	**	42.30	**	20	21	30
C-006 Sci. Apt. Comp.	1063	489.40	**	436.26	**	462.07	**	--	--	--
No. of cases		34,878		38,547		73,425				
Weighted N		787,600		832,100		1,619,700				

---

*Cases weighted by Weight D, to provide estimates of the population values of the means and standard deviations (and of the percentiles shown in Tables C-2 and C-3). The cases are those represented by the botton row in Table V-1.

**Data not available

Table C-2

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	R-190	R-101	R-102	R-162	R-172		R-190	R-101	R-102	R-162	R-172
100	216-252		21		30	50	128				
99	206-215		20		29	49	127				17
98	201-205				28	48	126				
97	196-200		19			47	125			5	
96	193-195			9	27	46	124				
95	189-192					45	123				
94	187-188		18		26	44	122				16
93	184-186					43	121				
92	182-183					42	120		11		
91	180-181					41	118-119				
90	178-179				25	40	117				
89	176-177		17			39	116				
88	174-175					38	115				15
87	173					37	114				
86	171-172			8	24	36	113				
85	169-170					35	112				
84	168					34	110-111		10	4	
83	166-167		16			33	109				14
82	165					32	108				
81	163-164				23	31	107				
80	162					30	106				
79	161					29	104-105	11			13
78	159-160					28	103				
77	158				22	27	102		9		
76	157		15			26	100-101				
75	156					25	99				
74	154-155					24	98				12
73	153			7		23	96-97				
72	152					22	95			3	
71	151				21	21	93-94		8		
70	150					20	92				11
69	148-149	12				19	90-91	10			
68	147		14			18	88-89				
67	146					17	86-87				
66	145				20	16	84-85				10
65	144					15	83		7		
64	143					14	81-82				
63	142					13	79-80	9		2	9
62	140-141					12	77-78				
61	139					11	74-76		6		
60	138			6	19	10	72-73				8
59	137		13			9	69-71				
58	136					8	67-68	8	5		
57	135					7	64-66				7
56	134					6	61-63				
55	133				18	5	57-60		4	1	6
54	132					4	53-56	7			
53	131					3	48-52		3		5
52	130					2	42-47	6		0	4
51	129		12			1	27-41	4-5	2		3
						0	0-26	0-3	0-1		0-2

*See Table C-1 (on pages C-2 and C-3) for names of tests corresponding to the test codes, and for the means, standard deviations, and numbers of cases. For other information about Tables C-2 and C-3, see page C-31.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	R-190	R-101	R-102	R-162	R-172		R-190	R-101	R-102	R-162	R-172
100	198-252		21		29-30	50					
99	187-197		20		28	49	112				16
98	181-186		19		27	48	111				
97	176-180					47	110				
96	173-175		18	9	26	46	109		10		
95	169-172					45	108				
94	167-168					44	107				
93	165-166		17		25	43	106				15
92	162-164					42	105				
91	160-161					41					
90	158-159				24	40	104			5	
89	156-157		16			39	103				
88	155					38	102				14
87	153-154					37	101		9		
86	151-152			8	23	36	100				
85	150					35	99				
84	148-149					34	98				
83	147		15			33	97				
82	145-146				22	32					13
81	144					31	96				
80	143					30	95				
79	141-142					29	94		8		
78	140					28	93				
77	139		14		21	27	92			4	12
76	138					26	91				
75	137					25	90				
74	136					24	89				
73	135					23	88				
72	133-134				20	22	87				11
71	132			7		21	86		7		
70	131		13			20	85				
69	130					19	84	11			
68	129					18	83				
67	128					17	82				10
66	127				19	16	80-81			3	
65	126					15	79		6		
64	125	12				14	78				
63	124					13	76-77				9
62	123		12			12	75				
61					18	11	74				
60	122					10	72-73	10			8
59	121					9	70-71		5		
58	120					8	68-69			2	
57	119					7	65-67				7
56	118					6	63-64	9			
55	117			6	17	5	60-62		4		
54	116		11			4	57-59	8			6
53	115					3	52-56		3	1	5
52	114					2	46-51	7			4
51	113					1	34-45	6	2	0	3
						0	0-33	0-5	0-1		0-2

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score							%ile	Raw Score						
	R103	R104	R105	R106	R107	R108	R109		R103	R104	R105	R106	R107	R108	R109
100	23-24	13		22-23	18		10	50						6	
99	22	12	24	20-21	17	11		49			14	7			
98	21			19				48							
97	20	11	23	18	16		9	47							
96								46							
95	19			17		10		45	10						
94								44			13		8		
93		10	22	16	15			43							
92	18							42							
91				15				41							
90								40				6			5
89	17		21		14		8	39			12				
88						9		38		4					
87		9		14				37						5	
86								36	9				7		
85	16							35							
84			20	13				34			11				
83					13			33							
82								32							
81								31				5			
80	15	8		12				30							
79			19					29			10				
78								28	8						
77					12			27					6		
76						8		26							
75				11				25		3				4	4
74	14							24			9				
73			18					23							
72		7						22							
71								21				4			
70							7	20	7				5		
69				10	11			19			8				
68	13							18							
67			17					17							
66								16							
65								15			7			3	
64								14	6						3
63				9		7		13		2		3	4		
62		6						12							
61	12		16		10			11			6				
60								10							
59								9	5						
58							6	8			5		3		
57								7						2	2
56				8				6				2			
55			15					5	4	1	4				
54								4					2		
53	11							3	3		3				1
52					9			2		0	2	1		1	
51		5						1	2		1	0	1		0
								0	0-1		0		0	0	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score R103	R104	R105	R106	R107	R108	R109	%ile	Raw Score R103	R104	R105	R106	R107	R108	R109
100	23-24	13	24	20-23	16-18	11		50							
99	22		23	18-19	15		10	49				6			
98	21	12	22	17		10		48						5	
97	20			16	14		9	47							
96	19		21					46							
95		11		15				45	10		11		6		
94					13	9		44							
93	18		20	14				43							
92								42							
91								41		5					
90	17	10	19	13	12			40							
89							8	39				5			
88								38			10				5
87	16			12				37							
86			18		11	8		36	9						
85								35							
84								34					5	4	
83		9		11				33							
82	15							32							
81			17					31			9				
80					10			30							
79								29		4					
78				10				28							
77	14							27	8			4			
76			16			7		26							
75							7	25							
74		8						24			8		4		
73					9			23							4
72				9				22							
71			15					21							
70	13							20						3	
69								19	7						
68								18		3	7				
67								17				3			
66								16							
65			14	8	8			15							
64		7						14					3		
63	12					6		13			6				
62								12	6						3
61								11							
60								10							
59								9		2	5			2	
58			13	7				8				2			
57							6	7	5				2		
56								6							
55					7			5			4				2
54	11							4	4						
53		6						3		1	3	1		1	
52			12					2	3		2		1		1
51								1	2	0	1	0			
								0	0-1		0		0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score						%ile	Raw Score					
	R110	R111	R112	R113	R114	R115		R110	R111	R112	R113	R114	R115
100		20	19		16-21	14	50						
99	10	19	18	12	15		49						
98		18			14	13	48	4					
97			17				47			11			
96	9	17			13		46						7
95							45						
94		16		11			44						
93						12	43						
92		15	16		12		42		7			7	
91	8						41				7		
90							40						
89		14					39						
88							38						
87					11		37			10			
86		13	15				36						
85						11	35						6
84	7			10			34						
83							33	3	6				
82							32						
81		12					31						
80							30					6	
79					10		29				6		
78			14				28			9			
77						10	27						
76		11					26						
75	6						25						5
74							24						
73							23		5				
72							22						
71							21			8			
70				9			20				5		
69		10					19					5	
68			13		9		18	2					
67						9	17						4
66							16			7			
65							15		4				
64							14						
63	5						13						
62							12				4		
61		9					11			6		4	
60							10						3
59							9		3				
58			12				8			5			
57						8	7	1			3		
56					8		6						
55							5			4		3	2
54				8			4		2		2		
53							3	0		3			
52		8					2				1	2	1
51							1		1	1-2		1	
							0		0	0	0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Old Girls

%ile	Raw Score						%ile	Raw Score					
	R110	R111	R112	R113	R114	R115		R110	R111	R112	R113	R114	R115
100	8-10	14-20	15-19		20-21	12-14	50		5	7			5
99	7	12-13	14	12	19	11	49						
98		11					48						
97	6		13		18	10	47						
96		10		11			46						
95			12				45						
94					17		44						
93						9	43						
92	5	9					42					11	
91							41						
90			11				40	2					
89				10	16		39						
88							38				6		
87						8	37			6			
86		8					36						
85							35						4
84							34		4				
83			10				33						
82					15		32					10	
81	4						31						
80							30						
79							29						
78				9			28						
77		7				7	27				5		
76							26						
75							25			5			
74			9				24						
73					14		23					9	
72							22						
71							21						3
70							20						
69							19		3				
68							18						
67							17	1			4		
66							16					8	
65		6				6	15			4			
64				8			14						
63	3		8		13		13						
62							12						
61							11						
60							10				3	7	2
59							9		2				
58							8			3			
57							7	0					
56							6					6	
55							5				2		
54							4					5	1
53					12		3		1	2			
52							2				1	4	
51				7			1		0	1		3	0
							0			0	0	0-2	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score						%ile	Raw Score					
	R131	R139	R142	R211	R212	R220		R131	R139	R142	R211	R212	R220
100	12	10	15	16		30	50						
99		9		15	24	29	49						12
98	11	8	14		22-23	28	48					9	
97					21	27	47						
96	10		13	14		26	46						
95					20		45						
94					19	25	44	5					
93		7	12			24	43				8		11
92				13	18		42						
91						23	41						
90	9				17		40			5			
89			11			22	39					8	
88							38						10
87					16		37						
86				12		21	36						
85							35						
84		6	10		15		34						
83						20	33		3				
82							32						9
81	8						31	4			7		
80					14	19	30					7	
79							29						
78			9				28			4			
77				11		18	27						8
76							26						
75					13		25						
74							24						
73						17	23						
72							22				6		
71							21					6	7
70	7	5	8		12		20	3					
69						16	19						
68							18						
67				10			17		2				
66							16			3			6
65						15	15						
64							14				5	5	
63					11		13						
62							12						
61			7				11	2					5
60						14	10						
59							9						
58							8			2	4	4	
57	6						7						4
56					10		6		1				
55				9		13	5					3	
54							4	1			3		3
53							3			1			2
52		4					2		0		2	2	1
51			6				1	0		0	1	1	0
							0				0	0	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Old Girls

%ile	Raw Score						%ile	Raw Score					
	R131	R139	R142	R211	R212	R220		R131	R139	R142	R211	R212	R220
100	12	9-10	15			30	50					11	
99				16	24	29	49						
98	11	8	14	15		28	48						
97							47			6			
96			13		23	27	46						13
95					22		45				9		
94	10	7		14		26	44						
93			12		21		43					10	
92						25	42						
91							41						
90					20	24	40						12
89							39	5					
88	9		11	13	19		38						
87						23	37						
86							36					9	
85		6			18		35			5			11
84						22	34				8		
83			10				33						
82							32		3				
81					17	21	31						
80							30						10
79				12			29						
78	8				16		28					8	
77						20	27	4					
76			9				26						9
75							25						
74						19	24						
73					15		23			4	7		
72							22						
71							21					7	8
70		5				18	20						
69							19						
68				11	14		18						
67			8				17	3					7
66	7						16						
65						17	15		2		6	6	
64							14						
63					13		13			3			6
62							12						
61						16	11						
60							10						
59							9	2			5	5	5
58			7				8						
57				10	12		7						
56						15	6			2			4
55							5		1		4	4	
54							4						3
53							3	1					
52	6	4					2			1	3	3	2
51						14	1	0	0		1-2	1-2	1
							0			0	0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests *
For 15-Year-Old Boys

%ile	Raw Score								%ile	Raw Score							
	R230	R231	R232	R233	R234	R235	R240	R250		R230	R231	R232	R233	R234	R235	R240	R250
100	104-113	16		27	24-25		23-24	48	50						8		
99	102-103	15	33	26	23		22	47	49	76							
98	100-101			25	22	12	21	46	48								26
97	98-99	14					20	45	47								
96	97			24	21		19		46	75		29				7	
95	96							44	45								25
94	95	13		23			18		44	74			15				
93	94							43	43					15			24
92			32		20	11	17		42								
91	93							42	41	73	7						
90	92	12		22					40								23
89							16		39								
88	91							41	38	72							22
87							15		37						7		
86	90			21				40	36	71		28	14			6	
85	89				19				35								21
84		11					14		34	70							
83								39	33					14			20
82	88								32								
81				20				38	31	69							
80	87					10	13		30								19
79									29	68	6		13				
78	86							37	28			27					18
77			31				12		27	67							
76					18			36	26						6		
75	85	10		19					25	66						5	17
74									24	65				13			
73	84						11	35	23				12				16
72									22	64		26					
71									21								15
70	83							34	20	63							
69									19	62	5						
68				18			10		18	61		25			5		14
67	82							33	17				11	12			
66					17				16	60						4	13
65		9				9		32	15	59		24					
64	81								14	58							12
63									13	57			10	11			
62							9	31	12	56		23					11
61	80								11	55	4				4		
60			30	17					10	53-54		22					
59								30	9	52			9	10			10
58	79								8	50-51		21				3	
57									7	48-49		20			3		9
56								29	6	46-47	3	19	8	9			
55	78						8		5	44-45		18					8
54					16				4	41-43		16-17	7	8		2	7
53		8						28	3	38-40	2	13-15	6	7	2		6
52	77			16					2	32-37		3-12	5	6		1	5
51								27	1	2-31	1	0-2	1-4	1-5	1	0	1-4
									0	0-1	0		0	0	0		0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score R230	R231	R232	R233	R234	R235	R240	R250
100	107-113	16		27	24-25		24	48
99	104-106				23		23	47
98	103	15		26			22	46
97	102		33		22	12		45
96	101			25			21	
95	100							44
94	99	14					20	
93					21			
92	98			24				43
91	97						19	
90								42
89	96	13						
88						11	18	
87				23	20			41
86	95							
85							17	
84	94							40
83			32					
82	93							39
81				22			16	
80		12						
79	92							38
78							15	
77					19			
76	91							37
75								
74				21			14	
73	90							36
72						10		
71								
70		11					13	35
69	89							
68								
67				20				34
66	88				18		12	
65								
64								33
63	87							
62								
61			31				11	32
60								
59	86			19				
58		10						31
57							10	
56	85							
55								30
54								
53	84				17			
52								29
51				18			9	
50	83					9		
49								28
48								
47								
46	82							27
45		9						
44							8	
43	81			17				26
42			30					
41					16			
40	80							
39								25
38						8		
37	79							
36				16			7	24
35	78							
34								
33								23
32	77	8						
31								22
30	76				15			
29			29	15				
28							6	21
27	75							
26								
25	74					7		20
24								
23	73							19
22		7		14				
21	72		28		14			
20								18
19	71						5	
18								17
17	70			13				
16	69					6		16
15	68		27					
14					13			
13	67	6						15
12	66		26	12				14
11	65						4	
10	64							13
9	63		25	11	12	5		
8	61-62							12
7	60	5	24					11
6	58-59		23	10	11		3	
5	55-57		22			4		10
4	52-54	4	20-21	9	10			9
3	48-51		18-19	8	9	3	2	8
2	41-47	3	13-17	7	8			6-7
1	24-40	1-2	1-12	3-6	5-7	1-2	1	1-5
0	0-23	0	0	0-2	0-4	0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	R-260	R-270	R-281	R-282	R-290		R-260	R-270	R-281	R-282	R-290
100	19-20			16	15	50					
99	18	20	24			49					
98	17	19	23	15	14	48					
97	16					47					
96						46				8	
95			22	14	13	45			13		
94	15	18				44					
93						43		11			
92			21			42	7				
91	14					41					8
90				13		40					
89		17				39			12		
88			20		12	38					
87	13					37					
86						36					
85						35		10		7	
84						34					
83		16	19	12		33	6		11		
82						32					
81	12					31					7
80						30					
79						29			10		
78			18			28		9			
77					11	27					
76		15				26				6	
75	11			11		25					
74						24	5		9		
73						23					6
72			17			22					
71						21		8	8		
70						20					
69						19					
68	10	14				18			7		
67						17				5	
66						16	4				5
65			16	10	10	15		7	6		
64						14					
63						13					
62						12			5		
61						11					4
60	9					10		6		4	
59		13	15			9	3		4		
58						8					
57						7		5			3
56						6			3		
55				9		5	2			3	
54						4		4	2		2
53						3					
52			14		9	2	1	3	1	2	1
51	8	12				1	0	1-2	0	1	0
						0		0		0	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	R-260	R-270	R-281	R-282	R-290		R-260	R-270	R-281	R-282	R-290
100	18-20	18-20	24	16	15	50					
99	17	17	23	15	14	49					
98	16	16	22	14		48					
97	15					47			11		
96		15	21	13		46	7				
95	14				13	45					
94		14	20			44				7	
93						43					
92						42					8
91	13		19	12		41		7			
90		13				40			10		
89					12	39					
88						38					
87	12		18			37					
86						36	6				
85		12		11		35			9		
84						34					
83			17			33					
82						32				6	7
81	11					31					
80						30		6	8		
79		11	16		11	29					
78						28					
77				10		27					
76						26	5				
75						25			7		
74	10					24					6
73			15			23					
72						22					
71		10				21			6		
70						20				5	
69						19		5			
68				9		18					
67			14		10	17	4		5		5
66						16					
65	9					15					
64						14					
63						13			4		
62		9				12				4	
61						11		4			4
60			13			10	3				
59						9			3		
58						8					
57						7					3
56	8			8		6		3			
55						5	2		2	3	
54					9	4					2
53			12			3			1		
52		8				2	1	2		2	1
51						1	0	1	0	1	0
						0		0		0	

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	R-311	R-312	R-320	R-333	R-340		R-311	R-312	R-320	R-333	R-340
100	16	23-24	38-40	10-14	46-54	50					
99		22	36-37	9	42-45	49					19
98	15	21	34-35	8	40-41	48		9			
97		20	33	7	39	47					
96		19	32		38	46			16		
95	14		31		36-37	45					18
94		18		6	35	44	7				
93			30			43					
92		17			34	42					
91	13		29		33	41			15		
90			28			40					
89		16			32	39		8			17
88			27		31	38					
87				5		37				2	
86	12	15			30	36			14		
85			26			35					
84					29	34	6				16
83						33					
82			25			32					
81		14			28	31					
80						30		7	13		
79	11		24		27	29					15
78						28					
77		13				27					
76			23		26	26					
75				4		25	5		12		
74						24					14
73			22		25	23					
72	10					22					
71		12				21		6			
70						20			11		
69			21		24	19				1	13
68						18					
67						17					
66					23	16	4		10		
65			20			15					12
64		11				14		5			
63	9					13					
62					22	12			9		11
61			19			11					
60						10				0	
59						9	3				10
58				3	21	8		4	8		
57		10				7					
56			18			6					9
55						5			7		
54	8				20	4	2	3			8
53						3			6		7
52			17			2	1	2	5		6
51						1		1	2-4		1-5
						0	0	0	0-1		0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	R-311	R-312	R-320	R-333	R-340		R-311	R-312	R-320	R-333	R-340
100	16	22-24	36-40	9-14	43-54	50					
99	15	20-21	34-35	7-8	39-42	49	7	9	16		
98		19	32-33		37-38	48					18
97	14		31		36	47					
96		18	30	6	35	46					
95					34	45					
94		17	29		33	44					
93	13				32	43			15		17
92		16	28	5		42				2	
91					31	41					
90			27			40					
89	12				30	39	6	8			
88		15	26			38			14		
87					29	37					16
86			25			36					
85					28	35					
84		14				34					
83			24		27	33					
82	11					32			13		15
81				4		31					
80			23		26	30		7			
79		13				29					
78						28	5				
77					25	27					
76			22			26			12		14
75	10					25					
74					24	24					
73		12				23					
72			21			22					
71						21		6	11	1	13
70					23	20					
69						19					
68			20			18	4				
67	9					17					12
66		11			22	16			10		
65						15					
64			19	3		14					
63						13		5			11
62					21	12			9	0	
61						11					
60						10	3				
59			18			9					10
58	8	10				8		4	8		
57					20	7					9
56						6					
55						5			7		8
54			17			4	2	3			
53					19	3			6		7
52						2	1	2	5		5-6
51						1		1	2-4		1-4
						0	0	0	0-1		0

*See footnote on page C-4

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	F410	F420	F430	F440	A500		F410	F420	F430	F440	A500
100	59-72	62-72	74		165-166	50			19		54
99	54-58	36-61	69-73	39-40	152-164	49	27			19	53
98	51-53	27-35	66-68	38	135-151	48		7	18		
97	50	23-26	62-65	37	125-134	47					52
96	49	22	59-61	36	117-124	46	26				
95	47-48	20-21	55-58	35	110-116	45			17		51
94		18-19	53-54	34	106-109	44	25				
93	46	17	51-52	33	101-105	43				18	50
92	45		48-50	32	97-100	42	24		16		
91	44	16	46-47		93-96	41		6			49
90	43	15	44-45	31	91-92	40			15		
89			43	30	88-90	39	23				48
88	42		41-42		86-87	38			14		
87		14	39-40	29	85	37	22			17	47
86	41		38	28	84	36					
85			37		82-83	35	21		13		46
84	40	13	36		80-81	34		5			
83	39		35	27	78-79	33			12		45
82			34		77	32	20				
81					75-76	31			11	16	44
80	38	12	33	26	74	30	19				
79			32		73	29	18	4	10		
78			31		72	28					43
77	37				71	27	17		9		
76			30	25	70	26	16		8	15	42
75	36				69	25		3			
74		11	29		68	24	15		7		41
73					67	23	14		6		40
72	35		28	24		22	13	2	5	14	
71					66	21	12				39
70	34		27		65	20	11		4		38
69		10				19	10	1	3		
68			26	23	64	18	9		2	13	37
67	33					17	8	0	1		
66			25			16	7		0		36
65					63	15	5-6		-2-1		35
64	32			22	62	14	4	-1	-3	12	
63			24			13	2-3	-2	-4		34
62		9			61	12	0-1		-6-5	11	33
61	31		23		60	11	-2-1	-3	-7		32
60						10	-5-3	-5-4	-9-8	10	31
59				21	59	9	-7-6	-6	-11-10		30
58	30		22			8	-12-8	-8-7	-13-12	9	29
57					58	7	-17-13	-10-9	-16-14	8	28
56					57	6	-23-18	-13-11	-19-17	7	27
55	29	8	21			5	-32.24	-17-14	-23-20	5-6	25-26
54				20	56	4	-45-33	-23-18	-29-24	2-4	23-24
53			20			3	-60-46	-30-24	-36-30	0-1	21-22
52	28				55	2	-83-61	-38-31	-47-37	-4-1	16-20
51						1	-118-84	-46-39	-67-48	-14-5	9-15
						0	-216-119	-72-47	-222-68	-40-15	0-8

*See footnote on page C-4.

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	F410	F420	F430	F440	A500		F410	F420	F430	F440	A500
100	60-72	58-72	74	40	163-166	50		9			
99	55-59	35-57	70-73	39	131-162	49				21	54
98	54	27-34	67-69	38	117-130	48	31		25		
97	52-53	24-26	66	37	108-116	47					53
96	51	22-23	62-65	36	102-107	46			24		
95	50	20-21	59-61	35	97-101	45	30				
94		19	58	34	93-96	44					52
93	49	18	55-57	33	90-92	43			23	20	
92	48		53-54	32	88-89	42	29	8			51
91	47	17	51-52		86-87	41					
90			50	31	85	40	28		22		50
89	46	16	48-49		83-84	39					
88			47	30	81-82	38			21	19	49
87	45	15	46		80	37	27				
86			45	29	78-79	36					
85	44		44		76-77	35	26		20		48
84			43	28	75	34		7			
83	43	14	42		74	33	25		19	18	47
82			41		73	32					
81	42		40	27	72	31	24		18		46
80			39		71	30					
79		13			70	29			17		45
78	41		38		69	28	23	6			
77						27			16	17	44
76			37	26	68	26	22				
75	40		36		67	25	21		15		43
74						24			14		
73	39	12	35		66	23	20				
72					65	22	19	5	13	16	42
71			34			21					41
70				25	64	20	18		12		
69	38		33			19	17		11		40
68						18	16	4	10	15	
67					63	17	15		9		39
66	37	11	32			16	14		8		38
65				24	62	15	13	3	7	14	
64			31		61	14	12		6		37
63	36					13	10-11		5		36
62			30			12	9	2	3-4	13	35
61					60	11	7-8		2		
60	35					10	5-6	1	0-1	12	34
59			29	23	59	9	2-4	0	-1		33
58		10				8	0-1		-3-2	11	32
57	34		28		58	7	-2-1	-1	-5-4		30-31
56						6	-6-3	-2	-8-6	10	29
55					57	5	-11-7	-3	-11-9	9	28
54	33		27	22		4	-18-12	-6-4	-15-12	7-8	26-27
53					56	3	-29-19	-9-7	-20-16	4-6	23-25
52						2	-50-30	-16-10	-28-21	0-3	20-22
51	32		26		55	1	-86-51	-36-17	-46-29	-7-1	11-19
						0	-216-87	-72-37	-222-47	-40-8	0-10

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	C-001	C-002	C-003	C-004	C-005		C-001	C-002	C-003	C-004	C-005
100	265-283	74-82	152-167	209-246	90-98	50	154-155		104	83	50
99	256-264	72-73	147-151	191-208	86-89	49	152-153	45		82	
98	251-255	70-71	144-146	181-190	84-85	48	150-151		103	81	49
97	246-250	69	141-143	173-180	82-83	47	149		102	80	
96	243-245	67-68	140	167-172	80-81	46	147-148	44		79	48
95	239-242	66	137-139	162-166	79	45	145-146		101	78	
94	236-238	65	136	158-161	77-78	44	143-144	43			47
93	233-235		135	154-157	76	43	142		100	77	
92	231-232	64	134	150-153	75	42	140-141		99	76	46
91	228-230	63	133	147-149	74	41	138-139	42		75	
90	226-227	62	132	144-146	73	40	137		98	74	45
89	224-225		131	141-143	72	39	135-136		97	73	
88	221-223	61	130	139-140	71	38	133-134			72	44
87	219-220		129	136-138	70	37	131-132	41	96	71	
86	217-218	60	128	134-135	69	36	130		95	70	43
85	215-216	59	127	131-133		35	128-129	40			
84	213-214		126	129-130	68	34	126-127		94	69	42
83	211-212	58	125	127-128	67	33	124-125	39	93	68	
82	209-210		124	126		32	122-123			67	41
81	207-208	57		124-125	66	31	120-121		92	66	
80	205-206		123	122-123	65	30	118-119	38	91		40
79	203-204		122	120-121		29	116-117		90	65	
78	201-202	56	121	119	64	28	114-115	37		64	39
77	200			117-118	63	27	112-113		89	63	
76	198-199	55	120	115-116		26	110-111		88	62	38
75	196-197		119	113-114	62	25	108-109	36	87	61	
74	194-195	54		112		24	106-107		86	60	37
73	193		118	110-111	61	23	104-105	35	85		36
72	191-192		117	109		22	102-103			59	
71	189-190	53		108	60	21	99-101	34	84	58	35
70	187-188		116	106-107		20	97-98		83	57	
69	186	52	115	105	59	19	94-96	33	81-82	56	34
68	184-185			104		18	92-93		80	55	33
67	182-183		114	102-103	58	17	90-91	32	79	54	
66	181	51		101		16	88-89		78	53	32
65	179-180		113	100	57	15	85-87	31	76-77	52	31
64	177-178		112	98-99		14	83-84	30	75	51	
63	175-176	50		97	56	13	80-82		74	50	30
62	174		111	96		12	77-79	29	72-73	49	29
61	172-173	49		95	55	11	75-76	28	71	47-48	28
60	170-171		110	94		10	72-74		69-70	46	27
59	169			92-93	54	9	70-71	27	67-68	44-45	26
58	167-168	48	109	91		8	67-69	26	64-66	43	25
57	166		108	90	53	7	64-66	25	62-63	41-42	24
56	164-165			89		6	61-63	24	58-61	39-40	23
55	162-163	47	107	88	52	5	57-60	23	55-57	37-38	22
54	160-161			87		4	52-56	22	53-54	34-36	20-21
53	159		106	86	51	3	47-51	21	49-52	31-33	19
52	157-158	46	105	85		2	40-46	19-20	43-48	25-30	16-18
51	156			84		1	25-39	12-18	26-42	12-24	12-15
						0	0-24	0-11	0-25	0-11	0-11

---

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	C-001	C-002	C-003	C-004	C-005		C-001	C-002	C-003	C-004	C-005
100	263-283	73-77	154-167	192-246	70-98	50	157-158		110	79	
99	254-262	71-72	149-153	173-191	64-69	49	155-156	47		78	
98	248-253	69-70	146-148	164-172	61-63	48	154		109	77	
97	244-247	68	144-145	157-163	59-60	47	152-153			76	33
96	240-243	67	142-143	152-156	58	46	151	46	108	75	
95	237-239	66	141	148-151	56-57	45	149-150		107		
94	235-236	65	139-140	145-147	55	44	147-148			74	32
93	232-234	64	138	141-144	54	43	146	45	106	73	
92	230-231		137	138-140	53	42	144-145			72	
91	227-229	63	136	135-137	52	41	142-143		105	71	
90	225-226		135	133-134	51	40	141	44			31
89	223-224	62	134	130-132		39	139-140		104	70	
88	221-222	61	133	128-129	50	38	137-138		103	69	
87	219-220		132	126-127	49	37	135-136	43		68	30
86	217-218	60	131	124-125		36	134		102	67	
85	215-216			122-123	48	35	132-133				
84	213-214		130	120-121	47	34	131	42	101	66	
83	211-212	59	129	118-119		33	129-130		100	65	29
82	209-210			116-117	46	32	127-128			64	
81	207-208	58	128	115		31	125-126	41	99		
80	205-206		127	113-114	45	30	123-124		98	63	28
79	203-204	57	126	112		29	122			62	
78	202			110-111	44	28	120-121	40	97	61	
77	200-201		125	109		27	118-119		96		
76	198-199	56		107-108	43	26	116-117	39		60	27
75	197		124	106		25	114-115		95	59	
74	195-196		123	104-105		24	112-113		94	58	
73	193-194	55		103	42	23	110-111	38	93	57	26
72	192		122	102		22	108-109			56	
71	190-191	54	121	100-101	41	21	106-107	37	92		
70	188-189			99		20	104-105		91	55	25
69	187		120	98		19	102-103		90	54	
68	185-186	53		96-97	40	18	100-101	36	89	53	
67	184		119	95		17	97-99		88	52	24
66	182-183			94	39	16	95-96	35	87	51	
65	181	52	118	93		15	93-94		86	50	23
64	179-180			92		14	90-92	34	85	49	
63	177-178		117	91	38	13	88-89		84	48	
62	176	51		90		12	85-87	33	82-83	47	22
61	174-175		116	89		11	82-84	32	81	46	
60	172-173			88	37	10	80-81		79-80	45	21
59	171	50	115	87		9	77-79	31	78	43-44	
58	169-170		114	86		8	73-76	30	76-77	42	20
57	168			85	36	7	70-72	29	74-75	40-41	19
56	166-167	49	113	84		6	67-69	28	71-73	38-39	
55	165			83		5	63-66	27	68-70	36-37	18
54	163-164		112	82	35	4	58-62	26	64-67	33-35	17
53	162	48		81		3	52-57	24-25	59-63	30-32	15-16
52	160-161		111			2	45-51	21-23	52-58	25-29	13-14
51	159			80	34	1	29-44	15-20	35-51	13-24	10-12
						0	0-28	0-14	0-34	0-12	0-9

*See footnote on page C-4.

Table C-3

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	R190	R101	R102	R162	R172		R190	R101	R102	R162	R172
100	211-252		21		29-30	50	119				
99	200-210		20		28	49	118				
98	193-199		19			48	117		11		
97	188-192				27	47	116				
96	185-187			9		46	115				16
95	181-184		18		26	45	114				
94	179-180					44	113				
93	176-178					43	112			5	
92	173-175				25	42	111				
91	171-172		17			41	110				15
90	169-170					40	109		10		
89	167-168					39	108				
88	165-166				24	38	107				
87	164					37	106				
86	162-163		16	8		36	105				14
85	160-161					35	104				
84	159				23	34	103				
83	157-158					33	102				
82	156					32	101		9		
81	154-155					31	100				
80	153		15			30	99			4	13
79	151-152				22	29	98				
78	150					28	97				
77	149					27	96				
76	147-148					26	95				
75	146					25	93-94		8		12
74	145				21	24	92	11			
73	144					23	91				
72	142-143		14	7		22	90				
71	141					21	89				11
70	140					20	87-88				
69	139				20	19	86			3	
68	138					18	85		7		
67	137					17	83-84				10
66	136	12				16	82				
65	135		13			15	80-81				
64	134					14	79	10			
63	132-133				19	13	77-78		6		9
62	131					12	76				
61	130					11	74-75				
60	129					10	72-73	9		2	8
59	128					9	70-71				
58	127				18	8	67-69		5		
57	126		12	6		7	65-66				7
56	125					6	62-64	8			
55	124					5	59-61		4		6
54	123					4	55-58			1	
53	122					3	50-54	7	3		5
52	121				17	2	44-49				4
51	120					1	31-43	5-6	2	0	3
						0	0-30	0-4	0-1		0-2

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score							%ile	Raw Score						
	R103	R104	R105	R106	R107	R108	R109		R103	R104	R105	R106	R107	R108	R109
100	24	13	24	22-23	18		10	50							
99	22-23	12		20-21	17	11		49							
98	21		23	18-19	16			48							
97	20			17		10	9	47							
96		11	22		15			46		5			7		
95	19			16				45	10		12	6			
94								44							
93	18		21	15	14			43						5	
92								42							
91		10				9		41							
90	17			14				40							
89			20		13		8	39			11				5
88								38							
87				13				37					6		
86	16							36	9						
85		9						35				5			
84			19		12			34							
83				12				33		4	10				
82						8		32							
81	15							31							
80								30							
79			18	11				29						4	
78					11			28							
77		8						27	8		9		5		
76	14							26							
75							7	25							
74			17	10				24				4			4
73								23							
72								22			8				
71					10			21		3					
70						7		20							
69	13		16					19	7						
68		7		9				18					4		
67								17			7			3	
66								16							
65								15				3			
64								14							
63			15		9			13	6						
62	12							12			6				3
61				8				11		2			3		
60								10							
59								9							
58								8	5		5			2	
57		6	14			6		7				2			
56							6	6							2
55					8			5	4		4		2		
54	11							4		1					
53				7				3			3	1		1	
52								2	3				1		1
51			13					1	2	0	1-2	0			
								0	0-1		0		0	0	0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score						%ile	Raw Score					
	R110	R111	R112	R113	R114	R115		R110	R111	R112	R113	R114	R115
100	10	20	19		20-21	14	50						
99		18-19	18	12	19	13	49		6				
98	9	17	17		18		48	3					
97		16			17		47						
96		15	16			12	46				7		
95	8	14		11			45					9	
94					16		44						
93		13	15				43			8			
92						11	42						
91	7						41						
90		12			15		40						
89			14				39						
88							38						5
87		11				10	37		5				
86	6			10			36						
85					14		35					8	
84							34				6		
83		10	13				33			7			
82							32						
81						9	31						
80							30						
79					13		29	2					
78							28						
77	5	9	12				27						
76							26					7	4
75							25		4				
74				9			24			6			
73							23				5		
72					12	8	22						
71							21						
70		8					20						
69			11				19						
68							18					6	
67							17						
66							16			5			3
65	4						15				4		
64					11		14		3				
63							13						
62						7	12	1					
61			10				11					5	
60		7		8			10			4			
59							9				3		
58							8						2
57							7		2				
56							6					4	
55					10		5	0		3			
54							4				2		
53							3					3	1
52			9				2		1	2	1		
51						6	1		0	1		2	0
							0			0	0	0-1	

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score						%ile	Raw Score					
	R131	R139	R142	R211	R212	R220		R131	R139	R142	R211	R212	R220
100	12	9-10	15	16		30	50				9		13
99					24	29	49			6		10	
98	11	8	14	15		28	48						
97					23	27	47						
96			13		22		46						
95	10			14	21	26	45						12
94		7					44						
93			12		20	25	43						
92							42	5					
91					19	24	41					9	
90				13			40						
89	9		11			23	39						11
88					18		38				8		
87							37			5			
86						22	36						
85		6			17		35						
84							34						10
83			10			21	33					8	
82				12	16		32		3				
81							31						
80	8					20	30						
79							29	4					9
78					15		28						
77			9			19	27				7		
76							26					7	
75							25			4			
74					14		24						8
73				11		18	23						
72							22						
71							21						
70		5					20						
69			8		13	17	19						7
68	7						18	3			6	6	
67							17						
66							16		2				
65						16	15			3			
64							14						6
63					12		13						
62							12					5	
61				10			11				5		
60						15	10	2					5
59			7				9						
58							8						
57					11		7			2		4	4
56							6				4		
55	6					14	5		1				
54							4	1				3	3
53							3				3		
52		4					2		0	1	2	2	2
51							1	0			1	1	1
							0			0	0	0	0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score								%ile	Raw Score							
	R230	R231	R232	R233	R234	R235	R240	R250		R230	R231	R232	R233	R234	R235	R240	R250
100	106-113	16		27	24-25		24	48	50			30					
99	103-105			26	23		22-23	47	49							8	
98	102	15	33		22	12		46	48	79							27
97	100-101			25			21	45	47					16			
96	99	14							46								
95	98				21		20	44	45	78							26
94				24					44				16		8		
93	97						19	43	43								
92	96								42	77	8						25
91		13					18		41							7	
90	95			23		11		42	40								
89					20				39	76							24
88	94						17	41	38								
87			32						37	75		29					23
86	93								36				15	15			
85		12		22			16	40	35								
84	92								34	74							22
83								39	33								
82	91						15		32	73						6	
81					19				31		7				7		21
80				21				38	30	72							
79	90						14		29				14				20
78									28			28					
77	89							37	27	71				14			
76		11				10			26								19
75							13		25	70							
74	88			20				36	24								18
73									23	69			13				
72								35	22	68		27				5	17
71	87				18		12		21		6						
70									20	67					6		
69			31					34	19	66				13			16
68	86								18								
67				19			11		17	65		26	12				15
66		10						33	16	64							
65	85								15	63							14
64									14	62							
63								32	13	61	5	25	11	12	5	4	13
62	84						10		12	60							
61									11	59		24					12
60						9		31	10	58							
59	83			18	17				9	57		23	10	11			11
58									8	55-56	4				4		
57								30	7	53-54		22				3	10
56	82						9		6	51-52		21	9	10			
55									5	49-50		19-20			3		9
54		9						29	4	45-48	3	18	8	9			8
53	81								3	41-44		15-17	7	8		2	7
52									2	36-40	2	8-14	6	7	2	1	6
51	80			17				28	1	9-35	1	1-7	1-5	2-6	1	0	1-5
									0	0-8	0	0	0	0-1	0		0

*See footnote on page C-4.

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	R-260	R-270	R-281	R-282	R-290		R-260	R-270	R-281	R-282	R-290
100	19-20	20		16	15	50					
99	17-18	19	24	15	14	49					
98	16		23			48					
97		18	22	14		47					
96	15					46			12		
95					13	45		9			
94		17	21			44	7				
93	14			13		43					
92						42					8
91		16	20			41					
90						40			11	7	
89	13					39					
88					12	38					
87			19	12		37		8			
86		15				36					
85						35			10		
84	12					34	6				
83			18			33					
82						32					7
81		14				31					
80				11		30			9		
79						29				6	
78	11		17		11	28		7			
77						27					
76						26					
75		13				25	5		8		
74						24					
73						23					6
72			16			22			7		
71	10			10		21					
70						20		6			
69		12				19				5	
68						18			6		
67						17	4				5
66			15		10	16					
65						15					
64						14			5		
63	9					13		5			
62				9		12					
61		11				11			4	4	4
60			14			10	3				
69						9					
58						8		4	3		
57						7					3
56						6					
55						5	2		2	3	
54	8	10				4		3			2
53			13		9	3					
52						2	1	2	1	2	1
51				8		1	0	1	0	1	0
						0		0		0	

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	R-311	R-312	R-320	R-333	R-340		R-311	R-312	R-320	R-333	R-340
100	16	23-24	37-40	10-14	45-54	50					
99	15	21-22	35-36	8-9	41-44	49		9			
98		20	33-34	7	39-40	48			16		
97		19	32		37-38	47	7				
96	14		31		36	46					18
95		18		6	35	45					
94			30		34	44					
93		17	29		33	43					
92	13					42			15		
91			28		32	41					17
90		16				40				2	
89			27	5	31	39		8			
88					30	38					
87	12	15	26			37	6		14		
86					29	36					16
85						35					
84			25			34					
83		14			28	33					
82						32					
81	11		24		27	31			13		
80						30		7			15
79						29					
78		13	23	4	26	28					
77						27					
76						26	5		12		
75			22		25	25					14
74	10					24					
73						23					
72		12			24	22					
71			21			21		6	11		
70						20				1	13
69						19					
68					23	18					
67			20			17	4				
66						16			10		12
65	9	11				15					
64					22	14					
63						13		5			
62			19			12			9		11
61				3		11				0	
60					21	10					
59						9	3				10
58			18			8		4	8		
57		10				7					
56	8				20	6					9
55						5			7		
54						4	2	3			8
53			17			3			6		7
52						2	1	2	5		5-6
51					19	1		1	2-4		1-4
						0	0	0	0-1		0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	F410	F420	F430	F440	A500		F410	F420	F430	F440	A500
100	59-72	59-72	74		165-166	50					54
99	55-58	35-58	70-73	39-40	142-164	49			22		
98	53-54	27-34	66-69	38	127-141	48	29	8		20	53
97	51-52	23-26	63-65	37	116-126	47					
96	50	21-22	61-62	36	109-115	46	28		21		52
95	49	20	58-60	35	104-108	45					
94	48	19	55-57	34	99-103	44			20		
93	47	18	53-54	33	95-98	43	27			19	51
92		17	51-52	32	92-94	42					
91	46		49-50		89-91	41	26	7	19		50
90		16	47-48	31	87-88	40					
89	45		46	30	85-86	39			18		49
88	44	15	45		84	38	25			18	
87			43-44	29	82-83	37			17		48
86	43		42		80-81	36	24				
85		14	41	28	79	35			16		47
84	42		40		77-78	34	23	6			
83			39		76	33					46
82	41		38	27	75	32			15	17	
81		13			73-74	31	22				45
80	40		37		72	30	21		14		
79			36		71	29					44
78			35	26	70	28	20	5	13		
77	39					27			12	16	
76		12	34		69	26	19				43
75	38				68	25			11		
74			33		67	24	18				42
73			32	25		23	17	4	10		
72	37				66	22	16		9	15	41
71			31		65	21	15		8		40
70		11				20		3			
69	36		30		64	19	14		7		39
68				24		18	13		6	14	38
67						17	12	2	5		
66	35		29		63	16	10-11		4		37
65					62	15	9	1	2-3	13	36
64			28	23		14	8		1		
63	34	10			61	13	6-7	0	0		35
62			27			12	4-5		-1	12	34
61					60	11	2-3	-1	-3-2		33
60	33					10	0-1		-4	11	32
59			26	22	59	9	-2-1	-2	-6-5		31
58						8	-5-3	-3	-8-7	10	30
57	32		25		58	7	-9-6	-5-4	-11-9	9	29
56		9			57	6	-14-10	-7-6	-14-12	8	28
55						5	-20-15	-10-8	-17-15	7	26-27
54	31		24	21	56	4	-30-21	-14-11	-22-18	5-6	24-25
53						3	-46-31	-21-15	-28-23	2-4	22-23
52					55	2	-69-47	-32-22	-38-29	-1-+1	18-21
51	30		23			1	-103-70	-43-33	-58-39	-12-2	10-17
						0	-216-104	-72-44	-222-59	-40-13	0-9

---

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	C-001	C-002	C-003	C-004	C-005		C-001	C-002	C-003	C-004	C-005
100	264-283	74-82	153-167	202-246	88-98	50	156		107	81	40
99	255-263	71-73	148-152	183-201	83-87	49	154-155	46		80	
98	249-254	69-70	145-147	173-182	79-82	48	152-153		106	79	
97	245-248	68	143-144	166-172	77-78	47	151			78	39
96	242-244	67	141-142	160-165	74-76	46	149-150	45	105	77	
95	238-241	66	139-140	155-159	73	45	147-148			76	38
94	236-237	65	138	151-154	71-72	44	146		104		
93	233-235		137	147-150	69-70	43	144-145	44	103	75	37
92	230-232	64	136	144-146	68	42	142-143			74	
91	228-229	63	135	141-143	67	41	140-141		102	73	
90	225-227	62	133-134	138-140	65-66	40	139	43		72	36
89	223-224		132	136-137	64	39	137-138		101	71	
88	221-222	61		133-135	63	38	135-136		100	70	35
87	219-220		131	131-132	62	37	134	42			
86	217-218	60	130	129-130	61	36	132-133		99	69	
85	215-216		129	127-128		35	130-131		98	68	34
84	213-214	59	128	125-126	60	34	128-129	41		67	
83	211-212		127	123-124	59	33	127		97	66	33
82	209-210	58		121-122	58	32	125-126	40	96		
81	207-208		126	119-120	57	31	123-124			65	
80	205-206	57	125	117-118		30	121-122		95	64	32
79	203-204			116	56	29	119-120	39	94	63	
78	202		124	114-115	55	28	117-118		93		31
77	200-201	56	123	112-113		27	115-116			62	
76	198-199			111	54	26	113-114	38	92	61	
75	196-197	55	122	109-110	53	25	111-112		91	60	30
74	195		121	108		24	109-110	37	90	59	
73	193-194			107	52	23	107-108			58	29
72	191-192	54	120	105-106	51	22	105-106	36	89		
71	190		119	104		21	103-104		88	57	28
70	188-189			102-103	50	20	101-102	35	87	56	
69	186-187	53	118	101		19	98-100		86	55	
68	185			100	49	18	96-97	34	85	54	27
67	183-184	52	117	99		17	93-95		84	53	
66	181-182		116	97-98	48	16	91-92	33	83	52	26
65	180			96		15	89-90		81-82	51	
64	178-179	51	115	95	47	14	86-88	32	80	50	25
63	176-177			94	46	13	84-85		79	49	
62	175		114	93		12	81-83	31	77-78	48	24
61	173-174	50		92	45	11	78-80	30	76	47	
60	171-172		113	91		10	76-77		74-75	45-46	23
59	170		112	90		9	73-75	29	72-73	44	22
58	168-169	49		89	44	8	70-72	28	70-71	42-43	
57	167		111	87-88		7	67-69	27	67-69	41	21
56	165-166			86	43	6	64-66	26	64-66	39-40	20
55	164	48	110	85		5	60-63	25	61-63	36-38	19
54	162-163				42	4	55-59	23-24	57-60	34-35	18
53	160-161		109	84		3	49-54	22	52-56	31-33	17
52	159	47		83	41	2	43-48	19-21	46-51	25-30	15-16
51	157-158		108	82		1	28-42	14-18	29-45	13-24	11-14
						0	0-27	0-13	0-28	0-12	0-10

*See footnote on page C-4

EXPLANATORY NOTES FOR PERCENTILE CONVERSION TABLES

1. Tables C-2 and C-3 are based on the same cases as Table C-1.

2. Unlike most tables, these percentile conversion tables are to be read from right to left. They are designed primarily to tell the percentile corresponding most closely to each raw score, rather than the raw score corresponding most closely to each percentile. Therefore to find the percentile corresponding to a given raw score, the raw score is located in the appropriate column of the table and the corresponding percentile is then read from the column to the left of the bank of raw scores.

3. The nearest percentile is given for every raw score. The stated percentile value represents the midpoint of the interval. Thus, for instance, any percentile value computed to lie between 63.50 and 64.50 would be called a percentile of 64. The percentile value 50 represents the range from 49.50 to 50.50.

4. In accordance with the procedure stated in Paragraph 3 above, a percentile of "100" means anything above 99.50.

5. Similarly, a percentile of "0" means anything below 0.50.

APPENDIX D

RESPONSES OF 15-YEAR-OLDS TO 100 SELECTED ITEMS OF STUDENT INFORMATION BLANK

Percentage distributions by grade and sex
(with cases in sample weighted to provide estimates of percentages
for the total 15-year-old population in the U.S.)

	Page
Explanatory notes	D-2
Distribution tables	D-4

EXPLANATORY NOTES

1. This appendix contains the distributions of responses of 15-year-olds to 100 selected items from the Student Information Blank (SIB). Separate distributions are presented for boys and girls, at each grade level, and for those 15-year-olds not in school.

2. Because of the limitations on computer programing, options to all questions have been designated numerically rather than alphabetically.

3. Each cell shows the estimated proportion of those in the grade giving a response to the item who marked that particular option. These proportions are given to three decimal places with the decimal point omitted. These estimated proportions were obtained by applying School Weight D. (See Chapter II, Section C, for an explanation of these weights.) Those omitting the item were not included in the base, in computing the proportions selecting each option. Thus the sum of proportions in each line add up to 1.000 if only the numbered options are included.

4. The column headed "N" is roughly proportional to the total number of 15-year-olds in the population who are represented by the respondents to the question. Note that the 15-year-olds represented by those who omitted the items are not included in N.

5. The column headed "X" indicates the ratio of those who omitted the question to those who answered the question. This figure, like the proportions marking the options, is given to three decimal places, with the decimal point omitted. Thus if the figure in Column X is 100, it means that approximately one-tenth as many 15-year-olds omitted the question as responded to it. Likewise, if the Column X figure were 3000 it would mean that approximately three times as many 15-year-olds omitted the question as responded.

6. Each line is labeled with the corresponding grade except that the line marked "5" is for 15-year-olds not in school, and the line marked "6" is for 15-year-olds in Grade 6 and below.

7. The column headed "M" contains the mean of the distributions. Means are computed on the basis of the option numbers and expressed in terms of the option number scale. In cases where the option numbers do not constitute any sort of ordinal scale, means are not presented, since such values would be wholly meaningless.

8. The actual numbers of 15-year-olds in Project Talent on whom these data are based are as follows:

	Boys	Girls
Out of school	4	6
Grade 6 and below	10	2
" 7	37	26
" 8	217	120
" 9	13,724	12,591
" 10	19,924	24,517
" 11	911	1,242
" 12	36	34
Total	34,863	38,538

9. The Student Information Blank contained the following directions:

> "These questions are about yourself, your family, and your plans for the future. This is not a test, and there are no right or wrong answers. Answer each question sincerely and thoughtfully as it applies to you. In no way will your answers affect your grades in school. All answers are strictly confidential.
>
> "Answer every question. For each question you are to mark one answer and only one answer. Be sure to read each question carefully, and then mark your answer in the appropriate space on your answer sheet. Some of the questions may be difficult for you to answer. Do not spend too much time on these questions, but mark the one best answer, and go on to the next question. You should have enough time to answer all the questions if you move along steadily."

56. How many books have you read (not including those required for school) in the past 12 months? Don't count magazines or comic books.

1. None
2. 1 to 5
3. 6 to 10
4. 11 to 15
5. 16 to 20
6. 21 or more

Boys

	1	2	3	4	5	6	X	N	M
5		517			234	249		8550	3.698
6	225	542	114		119		108	18530	2.247
7	160	277	216	161		186		78630	3.122
8	119	359	166	64	139	154	30	437570	3.205
9	166	388	181	98	64	104	16	2880853	2.818
10	143	392	186	98	63	117	15	4124052	2.898
11	121	370	195	103	67	144	22	159769	3.058
12	92	373	153	142	43	197	22	5799	3.262

Girls

	1	2	3	4	5	6	X	N	M
5	335	335	171		159			12950	2.313
6			518			482		4270	4.447
7	118	343	206	38	118	176		52080	3.223
8	182	338	141	132	58	148	18	258360	2.992
9	103	364	188	116	86	143	13	2624940	3.148
10	80	372	198	118	89	143	13	5012322	3.191
11	69	335	217	135	98	145	14	225479	3.294
12	57	275	159	214	210	85		5759	3.501

Items 65-82. For the following statements indicate how often each one applies to you. Please answer the questions sincerely. Your answers will not affect your grades in any way. Mark one of the following choices for each statement.

65. I do a little more than the course requires.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5		500	500			934	4420	2.500
6	108	108	413	166	206		20530	3.254
7	164	142	244	291	159	28	76520	3.139
8	83	218	272	285	142	40	433190	3.184
9	80	166	268	341	145	18	2874299	3.304
10	94	171	267	345	122	15	4123420	3.230
11	133	166	261	306	134	15	160779	3.142
12	213	159	277	297	54		5929	2.821

Girls

	1	2	3	4	5	X	N	M
5	171			665	164		12950	3.653
6	518	482					4270	1.482
7	87	510	135	136	132	87	47920	2.715
8	66	163	283	323	165	46	251300	3.358
9	78	192	274	348	108	14	2620719	3.215
10	88	192	293	336	91	14	5005723	3.149
11	122	240	279	280	78	15	225226	2.951
12	160	176	312	209	143		5759	2.997

Note--See page D-2 (Notes To Appendix D)

66. I have a difficult time expressing myself in written reports, examinations, and assignments.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5		337		663		305	6550	3.325
6	311	108	366	108	108		20530	2.594
7	122	218	215	361	84	27	76570	3.068
8	159	187	267	240	147	24	440370	3.028
9	143	184	224	292	157	19	2872567	3.136
10	119	167	204	321	190	17	4114111	3.295
11	97	165	137	354	247	22	159683	3.489
12	38	69	164	301	428		5929	4.011

Girls

	1	2	3	4	5	X	N	M
5	171		164	330	335		12950	3.659
6	482	518					4270	1.518
7	147	392	99	301	60	254	41540	2.735
8	165	252	189	266	128	55	249190	2.939
9	127	189	207	309	168	14	2620627	3.201
10	110	169	203	322	195	14	5006310	3.323
11	95	145	147	346	267	10	226279	3.545
12	93	117	100	255	435		5759	3.824

67. Being a fast reader helps me complete my lessons quickly.

1. Almost never
2. Not very often
3. About half the time
4. Most of the time
5. Almost always

Boys

	1	2	3	4	5	X	N	M
5				675	325	305	6550	4.325
6	119	352	230	114	184	108	18530	2.891
7	266	225	306	143	60	87	72350	2.505
8	148	228	245	246	133	27	438830	2.988
9	156	240	216	226	161	45	2799872	2.995
10	145	244	195	223	193	43	4011010	3.075
11	104	200	193	252	250	37	157434	3.345
12	159	195	198	36	412		5929	3.346

Girls

	1	2	3	4	5	X	N	M
5	500	159		171	171		12950	2.354
6				518	482		4270	4.482
7	89	286	177	310	138	89	47810	3.122
8	158	219	207	256	160	26	256360	3.039
9	129	226	193	249	203	34	2570118	3.169
10	118	230	189	252	211	33	4916814	3.207
11	112	180	180	250	278	32	221540	3.402
12	210	79	132	277	302		5759	3.383

Note--See page D-2 (Notes To Appendix D)

68. My grades reflect my ability fairly accurately.

1. Almost never
2. Not very often
3. About half the time
4. Most of the time
5. Almost always

Boys

	1	2	3	4	5	X	N	M
5	337		337	325		305	6550	2.650
6		301	318	323	58		20530	3.139
7	71	228	361	257	83	26	76630	3.053
8	110	218	290	265	117	33	436380	3.061
9	112	210	277	268	133	31	2837967	3.098
10	120	223	255	275	128	25	4084169	3.068
11	116	237	232	271	144	29	158588	3.089
12	137	280	156	312	115	46	5669	2.987

Girls

	1	2	3	4	5	X	N	M
5	164	171		500	164		12950	3.330
6	518				482		4270	2.930
7		343	142	361	154	194	43600	3.326
8	141	244	264	232	119	71	245500	2.944
9	62	171	260	333	175	30	2579901	3.387
10	66	174	253	339	168	25	4954864	3.369
11	64	171	253	347	165	28	222329	3.377
12	21	135	80	350	414		5759	4.001

69. I make sure that I understand what I am to do before I start an assignment.

1. Almost never
2. Not very often
3. About half the time
4. Most of the time
5. Almost always

Boys

	1	2	3	4	5	X	N	M
5			663		337	305	6550	3.675
6		205	311	210	274		20530	3.553
7	57	155	128	431	229	57	74400	3.619
8	95	86	271	291	257	37	434720	3.529
9	47	101	198	365	288	25	2855485	3.746
10	34	84	189	394	298	22	4096047	3.839
11	30	61	139	381	389	21	159868	4.039
12	42	56	76	324	501		5929	4.186

Girls

	1	2	3	4	5	X	N	M
5	164	506			330		12950	2.825
6			482	518			4270	3.518
7	46	261	216	188	288	87	47910	3.412
8	85	77	185	341	312	29	255470	3.717
9	24	61	147	393	375	19	2609034	4.035
10	16	52	145	410	377	17	4993885	4.081
11	20	45	125	401	409	13	225640	4.133
12	73	21	85	319	503		5759	4.157

Note--See page D-2 (Notes To Appendix D)

70. I seem to accomplish very little compared to the amount of time I spend studying.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5	500		500			934	4420	2.000
6		418	205	377			20530	2.958
7	164	250	179	256	151	28	76520	2.981
8	140	174	297	249	141	23	440410	3.077
9	88	176	242	321	173	44	2802920	3.316
10	73	138	214	373	202	34	4046778	3.493
11	66	118	156	395	264	27	158979	3.672
12		94	152	465	289		5929	3.950

Girls

	1	2	3	4	5	X	N	M
5		330	171	335	164		12950	3.334
6	518				482		4270	2.930
7	91	433	233	188	55	137	45810	2.683
8	162	220	322	194	102	58	248560	2.856
9	91	171	227	351	160	37	2561877	3.317
10	78	143	205	400	174	30	4931459	3.449
11	73	113	169	404	241	27	222484	3.627
12		82	43	506	369	36	5559	4.162

77. My teachers have criticized me for turning in a sloppy assignment.

(same options as above)

Boys

	1	2	3	4	5	X	N	M
5		337			663	305	6550	3.988
6	311	108	108	210	264		20530	3.008
7	54	212	111	366	256	54	74630	3.558
8	44	149	202	248	356	87	414500	3.723
9	57	96	145	324	378	28	2847890	3.870
10	39	69	117	347	428	20	4103488	4.056
11	29	52	95	341	483	20	159951	4.196
12		121	21	429	429	46	5669	4.165

Girls

	1	2	3	4	5	X	N	M
5			341	164	494		12950	4.153
6	518				482		4270	2.930
7	46	91	182	202	479	137	45810	3.978
8	79	68	124	231	498	35	254130	4.000
9	23	27	44	227	679	14	2621178	4.511
10	13	15	30	215	727	13	5014780	4.629
11	11	20	26	200	743	13	225641	4.645
12		37		124	839		5759	4.765

79. I have difficulty with the mechanics of English composition.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5				337	663	305	6550	4.663
6		181	230	354	236	121	18320	3.645
7	118	218	314	166	184	26	76630	3.080
8	176	203	279	202	140	76	418800	2.927
9	155	181	257	271	137	29	2844616	3.055
10	143	160	240	294	162	20	4102813	3.172
11	141	142	190	298	229	24	159316	3.332
12	96	43	170	372	320	22	5799	3.777

Girls

	1	2	3	4	5	X	N	M
5		341		494	164		12950	3.482
6		1000					4270	2.000
7	188	223	178	179	232	87	47920	3.044
8	85	248	255	284	129	67	246360	3.124
9	96	124	222	342	217	26	2591108	3.461
10	86	108	213	350	244	19	4981778	3.559
11	78	103	166	355	298	16	224908	3.692
12	72	75	106	328	419		5759	3.948

81. I get behind in my school assignments.

(same options as above)

Boys

	1	2	3	4	5	X	N	M
5	337	337			325	305	6550	2.638
6	114	239	239	342	65	112	18470	3.004
7	107	242	277	109	266	26	76630	3.186
8	120	168	265	262	184	64	423590	3.223
9	62	104	167	378	289	24	2859294	3.730
10	45	82	149	403	321	18	4111150	3.872
11	27	81	138	377	376	18	160398	3.992
12		94	152	433	321		5929	3.981

Girls

	1	2	3	4	5	X	N	M
5		171	171	494	164		12950	3.653
6		518		482			4270	2.965
7	86	46	264	190	414	87	47920	3.801
8	67	85	215	352	281	26	256260	3.695
9	30	51	96	374	449	16	2616734	4.162
10	22	36	83	407	453	14	5005885	4.234
11	17	34	82	407	460	13	225643	4.258
12	60		21	277	642		5759	4.443

82. My grades on written examinations or reports have been lowered because of careless errors in spelling, grammar, or punctuation.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5			337		663	305	6550	4.325
6	208	210	420	161			20530	2.535
7	152	113	213	223	300	57	74420	3.407
8	154	191	267	277	110	50	429160	2.999
9	91	152	244	328	185	25	2854403	3.363
10	74	130	221	357	217	20	4104124	3.514
11	73	114	181	388	244	17	160471	3.615
12	43	128	289	207	333	22	5799	3.658

Girls

	1	2	3	4	5	X	N	M
5		171		159	670		12950	4.329
6		518		482			4270	2.965
7	129	133	264	234	239	89	47810	3.322
8	109	155	187	306	244	34	254260	3.420
9	50	85	175	378	313	16	2615905	3.818
10	38	71	164	387	339	15	5001478	3.919
11	41	56	125	387	390	11	226150	4.030
12	36	103	79	329	454		5759	4.063

Items 106-113. The following questions ask you to report your grades in courses you have taken in the ninth grade or later. Please consider only semester grades. If you have not taken any courses in the topic, skip the item. In these questions choose the one answer that best describes your grades. Mark your answers as follows:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

(If your school does not use letter grades, please use the following equivalents:

For a grade of A:	Excellent;	90-100
For a grade of B:	Good;	80-89
For a grade of C:	Average;	70-79
For a grade of D:	Fair;	60-69
For a grade below D:	Failing;	59 or lower)

Note--See page D-2 (Notes To Appendix D)

106. My grades in mathematics have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5			500	500			934	4420	3.500
6	109	121	230	299	121	121	121	18320	3.563
7	136	118	350	197	100	98	241	63360	3.300
8	143	110	211	187	180	169	533	294070	3.657
9	96	114	232	288	194	75	46	2797120	3.595
10	91	121	250	313	184	40	25	4084075	3.499
11	158	133	230	298	160	21	25	159257	3.232
12	244	143	273	190	130	20		5929	2.879

Girls

	1	2	3	4	5	6	X	N	M
5	257		257	487			504	8610	2.973
6								0	
7	129	271	272	135	130	63	641	31740	3.053
8	64	170	323	152	174	118	1029	129640	3.555
9	105	100	238	299	191	66	49	2532531	3.569
10	93	112	257	324	180	35	28	4939336	3.491
11	111	145	273	290	154	27	32	221560	3.314
12	293	140	295	109	162		82	5325	2.708

107. My grades in science courses have been:

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5					1000		2869	2210	5.000
6	115	175	121	477		112	121	18320	3.409
7	145	159	300	325	71		327	59260	3.016
8	126	91	348	177	181	76	679	268500	3.424
9	93	127	250	287	170	73	151	2542934	3.532
10	99	143	270	303	152	34	68	3917701	3.369
11	145	162	276	287	109	22	36	157508	3.120
12	160	239	425	82	93		39	5704	2.709

Girls

	1	2	3	4	5	6	X	N	M
5		204	204	387	204		197	10820	3.591
6								0	
7	71	225	212	356	136		745	29840	3.262
8	55	153	412	208	150	22	1327	113010	3.311
9	96	117	254	286	185	63	250	2126908	3.535
10	97	129	275	318	149	31	75	4723319	3.386
11	121	186	292	285	99	17	45	218644	3.103
12	228	203	156	303	110			5759	2.865

Note--See page D-2 (Notes To Appendix D)

108. My grades in foreign languages have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5			500		500		934	4420	4.000
6	400		338	135		126	258	16320	2.714
7	112	172	315	180	111	111	371	57360	3.336
8	115	194	196	183	184	128	987	226810	3.512
9	113	117	215	246	174	136	707	1714104	3.659
10	100	112	226	278	185	99	446	2893985	3.634
11	136	167	229	240	133	95	312	124389	3.352
12	268	151	188	132	188	73	89	5444	3.042

Girls

	1	2	3	4	5	6	X	N	M
5	333			333	333		953	6630	3.333
6								0	
7	100	97	510	94	199		1459	21180	3.195
8	73	202	306	174	143	101	1968	88600	3.418
9	167	121	238	245	150	79	1087	1273422	3.329
10	138	131	266	271	139	55	584	3204962	3.307
11	182	166	249	233	122	49	323	172779	3.093
12	244	232	262	178	54	30	460	3944	2.657

109. My grades in history and social studies courses have been:

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5				500	500		934	4420	4.500
6	121	66	236	345	233		121	18320	3.504
7	148	74	266	253	188	72	377	57090	3.475
8	129	135	301	173	129	134	689	266810	3.440
9	91	133	252	280	171	73	260	2322203	3.525
10	101	139	269	304	153	34	103	3795494	3.372
11	152	181	262	257	115	34	33	157993	3.104
12	188	143	384	229	56			5929	2.822

Girls

	1	2	3	4	5	6	X	N	M
5	204	197	599				197	10820	2.395
6	1000						1073	2060	1.000
7		164	154	535	74	72	877	27740	3.736
8	42	130	321	305	140	62	1425	108450	3.556
9	112	133	272	279	153	52	371	1938598	3.384
10	119	141	284	299	131	26	118	4541420	3.259
11	140	165	315	253	106	21	47	218233	3.084
12	271	288	235	131	74		37	5553	2.440

110. My grades in English courses have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5			500		500		934	4420	4.000
6	241	121	301	337			121	18320	2.734
7	72	364	185	175	135	69	286	61150	3.144
8	80	137	287	198	149	149	746	258210	3.646
9	72	123	248	291	190	76	66	2744365	3.630
10	68	134	277	324	163	33	41	4018924	3.481
11	98	177	281	303	122	18	33	157966	3.230
12	152	196	407	117	127			5929	2.871

Girls

	1	2	3	4	5	6	X	N	M
5		401	395	204			197	10820	2.803
6								0	
7	169	98	245	245	245		1032	25630	3.299
8	58	268	332	151	167	24	1540	103520	3.172
9	132	141	288	278	127	33	68	2488958	3.228
10	124	174	329	272	89	11	42	4872584	3.063
11	154	229	320	230	59	7	33	221272	2.832
12	316	214	281	117	72			5759	2.413

111. My grades in vocational courses have been

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5	663				337		305	6550	2.350
6	228		181	471	121		121	18320	3.257
7	161	145	292	284	78	40	486	52930	3.092
8	155	129	237	207	122	149	1182	206550	3.461
9	111	155	280	259	135	60	644	1780545	3.333
10	111	166	296	296	104	27	621	2581413	3.198
11	146	237	261	262	79	15	678	97294	2.937
12	156	57	436	294	57		1810	2110	3.038

Girls

	1	2	3	4	5	6	X	N	M
5	333		333		333		953	6630	3.000
6								0	
7	89	190	363	87	187	84	1199	23680	3.345
8	56	310	165	152	198	118	2393	77510	3.480
9	122	154	278	266	130	52	1632	1009908	3.284
10	110	170	322	286	86	27	1390	2124742	3.148
11	123	228	307	263	62	17	1374	96270	2.965
12	53	354	199	53	247	94	1564	2246	3.370

112. My grades in business or commercial courses have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5				500	500		934	4420	4.500
6		373	129	369		129	199	17120	3.384
7	221	192	215	240	45	86	611	48820	2.952
8	200	43	219	202	142	195	1212	203800	3.626
9	103	144	239	265	155	95	1015	1452525	3.509
10	92	126	269	323	145	45	959	2136438	3.439
11	128	145	244	297	151	35	878	86925	3.305
12	108		452	65	199	177	2188	1860	3.780

Girls

	1	2	3	4	5	6	X	N	M
5			667		333		953	6630	3.667
6								0	
7	199		202	209	192	199	1459	21180	3.790
8	209	129	252	155	90	164	2698	71110	3.280
9	125	143	254	274	143	61	1694	986478	3.349
10	107	145	294	312	118	26	813	2800821	3.266
11	149	222	284	258	70	17	549	147559	2.927
12	271	174	305	127	60	63	720	3348	2.719

113. My grades in all courses starting with the ninth grade have been:

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5			1000				934	4420	3.000
6	399		74	252		274	274	16110	3.277
7	221	284	191	177	84	43	614	48710	2.749
8	206	172	150	175	154	142	1154	209260	3.325
9	73	131	262	324	172	37	119	2616406	3.502
10	54	121	296	376	138	16	63	3935819	3.470
11	69	171	312	341	94	12	58	154320	3.256
12	91	153	432	178	125	22		5929	3.158

Girls

	1	2	3	4	5	6	X	N	M
5	204		591		204		197	10820	3.000
6								0	
7	239	97	251	82	86	245	1020	25780	3.412
8	181	150	216	83	215	155	2694	71200	3.465
9	75	129	298	336	140	22	125	2362483	3.403
10	55	127	336	368	107	8	59	4794591	3.368
11	48	181	363	328	74	5	65	214659	3.214
12	43	366	415	82	95		21	5639	2.819

137. Were your parents born in the United States?

1. My father was born in the U.S. but my mother was not.
2. My mother was born in the U.S. but my father was not.
3. Both my parents were born in the U.S.
4. Both my parents were born outside the U.S.
5. I don't know whether my father or mother was born in the U.S.

Boys

	1	2	3	4	5	X	N
5		258	508		234		8550
6	228	241	295		236	121	18320
7	27	139	632	81	121	26	76630
8	31	106	663	124	77	65	423350
9	36	57	821	59	27	46	2798679
10	31	49	857	51	13	30	4061748
11	35	88	787	77	13	30	158499
12	74	59	702	165		21	5809

Girls

	1	2	3	4	5	X	N
5		409	190	197	204	197	10820
6			482		518		4270
7			710	211	79		52080
8	50	67	638	147	98	75	244650
9	24	38	869	47	22	37	2563545
10	24	42	884	40	9	28	4939957
11	30	75	821	66	8	20	224100
12	23	67	787	100	23	37	5553

171. If your family is renting your home or the place where you live, about how much are they paying each month?

1. Less than $60
2. $60 to $79
3. $80 to $99
4. $100 to $119
5. $120 or more
6. We have bought (or are buying) our home.

Boys

	1	2	3	4	5	6	X	N
5	258		234	258		249		8550
6	148	283		138	282	148	377	14910
7	166	95	167	78	53	441	26	76630
8	203	101	148	97	34	417	207	373520
9	131	87	64	40	34	644	84	2700678
10	95	68	52	29	25	731	63	3937898
11	105	89	64	40	52	650	75	151853
12	57	168	83	64	21	605	61	5589

Girls

	1	2	3	4	5	6	X	N
5	247					753	504	8610
6	482					518		4270
7	318	9	93	54	48	478	132	46020
8	224	86	46	68	54	521	74	244790
9	151	83	46	22	19	678	79	2462293
10	103	69	40	22	20	746	68	4755893
11	123	83	57	30	44	664	67	214255
12	170	71	107	47	47	557	136	5068

172. If your family has bought (or is buying) your home, what is the present value?

1. Under $6,000
2. $6,000 to $10,000
3. $10,000 to $15,000
4. $15,000 to $22,000
5. More than $22,000
6. We are renting our home

Boys

	1	2	3	4	5	6	X	N
5			325			675	305	6550
6	290	148	148	138	134	142	377	14910
7	172	86	171	150	193	228	57	74420
8	137	138	182	193	77	274	183	381090
9	98	174	201	167	129	231	133	2582431
10	72	174	205	188	162	199	104	3789351
11	64	136	163	191	150	297	126	144913
12		211		205	217	367	44	5679

Girls

	1	2	3	4	5	6	X	N
5	341	318				341	998	6480
6			518			482		4270
7	373	100		50	102	375	239	42020
8	158	162	123	102	67	387	170	224710
9	104	166	172	152	121	285	201	2213769
10	75	164	193	185	154	229	172	4331452
11	79	135	155	182	147	302	191	191945
12	294	138	136	144	75	213	164	4948

173. Please make the best estimate you can of your family's total income for last year (1959). Include money earned by both parents or anyone else in the household who worked.

1. Less than $3,000
2. $3,000 to $5,999
3. $6,000 to $8,999
4. $9,000 to $11,999
5. $12,000 or more
6. I can't estimate this.

Boys

	1	2	3	4	5	6	X	N
5	258	249	258		234			8550
6	137	128		405	131	199	274	16110
7	136	55	152	164	91	401	26	76630
8	142	135	121	123	106	373	149	392410
9	74	197	190	102	85	352	72	2730726
10	44	199	218	110	107	322	47	3996512
11	61	192	185	106	141	315	83	150649
12		224	315	97	118	246	44	5679

Girls

	1	2	3	4	5	6	X	N
5	257					743	504	8610
6						1000		4270
7	332	53	103	96	103	314	244	41860
8	151	61	113	68	44	563	94	240340
9	62	134	115	56	51	581	65	2495836
10	40	145	134	66	63	552	43	4867130
11	52	144	161	75	72	497	75	212586
12	37	208	57	85	100	513		5759

Note--See page D-2 (Notes To Appendix D)

174. Which of the following best describes your family's finances?

1. Barely able to make a living
2. Have the necessities
3. Comfortable
4. Well-to-do
5. Wealthy
6. Extremely wealthy

Boys

	1	2	3	4	5	6	X	N	M
5	508			234	258			8550	2.736
6	128	205	274	255		137	274	16110	3.205
7	179	58	536	169	57		116	70450	2.866
8	87	179	409	167	83	75	137	396440	3.207
9	41	147	565	181	43	23	54	2776183	3.107
10	22	129	639	170	27	12	31	4057751	3.086
11	10	114	654	178	29	16	34	157837	3.150
12		125	643	198	34			5929	3.141

Girls

	1	2	3	4	5	6	X	N	M
5		239	247	257	257		504	8610	3.531
6	518	482						4270	1.482
7	125	230	187	121	172	166	42	49970	3.485
8	81	247	373	143	79	76	99	239360	3.122
9	40	159	603	152	30	17	41	2552337	3.025
10	19	137	674	139	23	8	22	4966946	3.033
11	21	128	688	138	17	8	28	222348	3.027
12	93	94	712	100				5759	2.819

Items 190-193. How many of the following articles are in your home?

191. Telephone, television set, radio, phonograph

1. None
2. One
3. Two
4. Three
5. Four

Boys

	1	2	3	4	5	X	N	M
5		344	344		312	332	6420	3.279
6	131	137		252	480	274	16110	3.813
7	170	227	146	224	234	98	71630	3.124
8	68	252	193	207	279	142	394830	3.377
9	32	97	109	178	583	46	2798471	4.183
10	15	49	62	160	715	27	4076539	4.511
11	9	36	69	150	736	13	161173	4.569
12	22	22		170	786		5929	4.677

Girls

	1	2	3	4	5	X	N	M
5		492	508			2091	4190	2.508
6		482	518				4270	2.518
7	39	298	332	163	169	8	51680	3.125
8	42	197	193	236	333	52	249890	3.622
9	17	71	96	189	628	26	2589178	4.341
10	8	33	58	152	750	15	5002397	4.602
11	4	39	81	141	736	18	224559	4.566
12		113		303	584		5759	4.357

Note--See page D-2 (Notes To Appendix D)

193. Musical instruments, hi-fi or stereophonic set, classical records, art equipment, photo developing equipment

1. None
2. One
3. Two
4. Three
5. Four
6. Five

Boys

	1	2	3	4	5	6	X	N	M
5	344		344		312		332	6420	2.935
6	186		629	186			725	11900	2.814
7	238	201	381	121	59		131	69510	2.563
8	266	284	216	110	68	57	142	394770	2.602
9	235	238	232	157	82	55	53	2779238	2.778
10	197	238	243	180	89	52	30	4064842	2.883
11	175	217	244	193	110	61	26	159046	3.026
12	142	248	186	251	132	42		5929	3.110

Girls

	1	2	3	4	5	6	X	N	M
5	492	508					2091	4190	1.508
6	518	482						4270	1.482
7	280	479		103	49	89	144	45520	2.429
8	321	274	155	135	57	57	78	243860	2.505
9	235	259	229	164	71	42	33	2574026	2.700
10	198	243	249	183	87	40	19	4985119	2.839
11	185	231	250	187	106	41	16	225082	2.921
12	58	244	218	252	106	122		5759	3.469

206. Which one of the following comes closest to describing the work of your father (or the male head of your household)? Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, or if he's retired, mark the one that he did last.

1. I don't know
2. Farm or ranch owner and/or manager
3. Farm or ranch foreman
4. Farm or ranch worker
5. Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
6. Private household worker--such as a servant, butler, etc.
7. Protective worker--such as a policeman, detective, sheriff, fireman
8. Service worker--such as a barber, beautician, waiter, etc.
9. Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
10. Skilled worker or foreman--such as a baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
11. Clerical worker--such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
12. Salesman--such as real estate or insurance salesman, factory representative, etc.
13. Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
14. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
15. Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
16. Professional--such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
17. Technical--such as draftsman, surveyor, medical or dental technician, etc.

Boys

	1	2	3	4	5	6	7	8	9	10	11
5			344			656					
6	174		162	166				166			
7	232	100	53	183	135	33		35	63		33
8	244	87	22	76	189	12	30	10	74	101	22
9	121	88	13	26	184	6	19	16	67	176	27
10	81	85	7	16	164	2	19	12	70	186	30
11	82	74	3	10	149	3	13	16	66	183	32
12	105	22			71		36	22		255	59

Girls

	1	2	3	4	5	6	7	8	9	10	11
5	1000										
6	1000										
7	312	376			265				46		
8	255	57	52	76	216		19	21	37	111	
9	172	87	9	29	201	3	14	14	55	171	20
10	119	78	6	19	172	2	16	11	62	184	27
11	96	52	8	15	158	1	18	9	66	203	30
12	179				126		23		23	109	130

Boys

	12	13	14	15	16	17	X	N	M
5							332	6420	4.967
6					331		617	12700	7.958
7		29		33	70		244	63190	5.405
8	11	26	27	46	11	11	213	371650	5.927
9	43	61	23	51	52	27	95	2671537	6.003
10	51	75	27	72	67	36	55	3968887	8.953
11	37	64	36	83	101	48	54	154911	9.487
12	41	41	21	143	183		21	5809	10.523

Girls

	12	13	14	15	16	17	X	N	M
5							2091	4190	1.000
6							1073	2060	1.000
7							94	47620	2.809
8	8		23	42	27	55	201	219000	6.073
9	35	58	16	54	43	20	73	2477512	7.372
10	45	71	21	75	61	30	57	4805546	8.520
11	40	61	24	100	82	37	59	215889	9.284
12	87	45		109	171		82	5325	9.682

208. Which one of the following comes closest to describing the work of your mother (or the female head of your household)? Mark only one answer. If she does housework in addition to outside work, count only the outside work. If she works on more than one job, mark the most important one. If she usually works, but is now out of work, mark the one that she did last.

1. I don't know
2. Housewife only; she has not worked for pay in the last three years
3. Farm or ranch owner and/or manager
4. Farm or ranch worker
5. Worker or laborer--such as charwoman, laundry worker, etc.
6. Private household worker--such as housekeeper, maid, laundress, etc.
7. Protective worker--such as policewoman, etc.
8. Service worker--such as beautician, waitress, etc.
9. Semi-skilled worker--such as factory machine operator, cab driver, etc.
10. Skilled worker or forewoman--such as baker, inspector, etc.
11. Clerical worker--such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.
12. Sales--such as real estate, life insurance, etc.
13. Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
14. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
15. Proprietor or owner--such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
16. Professional--such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.
17. Technical--such as draftsman, medical or dental technician, etc.

Note--See page D-2 (Notes To Appendix D)

	1	2	3	4	5	6	7	8	9	10	11
5		500									
6	303	159	148			152			152		86
7	75	455		71	36	38	36	35			69
8	130	435	24		69	66	24	46	27	29	7
9	86	532	10	11	44	32	8	43	39	16	79
10	60	552	4	5	37	27	4	41	45	16	106
11	61	530	8	2	32	15	2	37	45	11	124
12	59	317			41			69	39		257

Girls

	1	2	3	4	5	6	7	8	9	10	11
5	492					508					
6		1000									
7	133	695	43	42	42						
8	142	558	9	10	44	67		29	21	8	19
9	91	533	5	6	39	38	2	48	50	11	87
10	66	535	3	3	32	29	2	45	55	13	111
11	58	462	4	5	34	47	2	33	65	10	131
12		558			38	136					210

Boys

	12	13	14	15	16	17	X	N
5						500	934	4420
6							477	13900
7			36		113	36	359	57850
8	17	41		11	62	12	256	358830
9	11	18	9	11	47	6	104	2650155
10	12	15	8	13	52	4	56	3963342
11	11	20	17	13	70	2	36	157600
12		21		21	176		22	5799

Girls

	12	13	14	15	16	17	X	N
5							2091	4190
6								4270
7					44		96	47520
8	10	9	23		30	19	196	219930
9	10	13	9	13	40	5	70	2482932
10	10	15	6	15	56	4	39	4889245
11	11	27	10	17	83	3	43	219229
12					58		23	5629

Note--See page D-2 (Notes To Appendix D)

210. In which one of the following programs do you expect to specialize in college? Mark one of these even if you have not definitely made up your mind.

1. I do not expect to attend college.
2. Biological sciences (botany, physiology, zoology)
3. Physical sciences (chemistry, geology, physics, astronomy)
4. Engineering
5. Mathematics
6. Pre-medical
7. Pre-dental
8. Pre-law
9. Business administration
10. Education
11. Sociology or psychology
12. Political science or economics
13. Foreign languages
14. Other liberal arts (philosophy, literature, history, etc.)
15. Fine arts (music,art,ballet,etc)
16. Agriculture
17. Nursing
18. Home economics
19. Pre-theology
20. Journalism
21. A program not listed above
22. I have no plans regarding college programs.

Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13
5	500					500							
6	318				148			152		86			
7	432	79	84	36									
8	335	29	97	77	38	24	31	1	54	33	6		24
9	272	28	60	186	44	32	14	32	27	22	5	6	7
10	216	39	64	201	45	41	16	35	38	24	5	4	5
11	202	38	105	168	60	58	9	44	53	29	11	6	6
12	72	20	97	194	113	120	42	140	76	37	20		

Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13
5	508												
6	1000												
7	426	132		47	47					42			
8	413	21	20	21	31			40	62	9	9		29
9	314	14	16	3	19	25	4	11	85	72	15	3	15
10	291	19	13	3	24	25	4	8	93	101	26	2	18
11	233	36	20	3	31	37	2	15	83	141	39	2	37
12	230	21	21		21	38		37		259	82	21	23

Boys

	14	15	16	17	18	19	20	21	22	X	N
5										934	4420
6	152		144							477	13900
7	83	82			41			80	81	534	51260
8		37	33	6	6	6		75	87	318	341860
9	5	16	35	6	3	5	4	82	110	127	2595668
10	10	18	36	3	1	5	6	84	103	58	3955115
11	16	19	10	2		7	7	61	89	43	156455
12									67		5929

Girls

	14	15	16	17	18	19	20	21	22	X	N
5				492						2091	4190
6											4270
7				43				42	222	96	47520
8		21		29	24			89	182	205	218170
9	9	36	2	116	27	1	10	86	114	74	2474455
10	15	39	2	105	24	2	10	77	100	37	4897784
11	36	33	1	68	18	1	15	64	85	29	222076
12	21	44		21	101			58		23	5629

Note--See page D-2 (Notes To Appendix D)

211. In the following list of occupations, mark the one occupation you expect to make your career after you have completed your education. If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.

1. Accountant
2. Biological scientist (biologist, botanist, physiologist, zoologist, etc.
3. College professor
4. Dentist
5. Engineer (aeronautical, civil, chemical, mechanical, etc.)
6. Elementary school teacher
7. High school teacher
8. Lawyer
9. Mathematician
10. Pharmacist
11. Clergyman (minister, priest, rabbi, etc.)
12. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
13. Physician
14. Political scientist or economist
15. Social worker
16. Sociologist or psychologist
17. Armed forces officer
18. Artist or entertainer
19. Businessman
20. Craftsman
21. Engineering or scientific aide
22. Forester
23. Medical or dental technician
24. Nurse
25. Pilot, airplane
26. Policeman or fireman
27. Secretary, office clerk or typist
28. Writer
29. Barber or beautician
30. Enlisted man in the armed forces
31. Farmer
32. Housewife
33. Salesman or saleswoman
34. Skilled worker (electrician, machinist, plumber, printer, etc.)
35. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
36. Some other occupation different from any above

Note--See page D-2 (Notes To Appendix D)

Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6						213	124			218			
7	46	44			137	44			47	44		98	95
8	41	33	31	46	132	41	40	31	42	13	35	34	13
9	23	23	8	25	191	9	26	36	18	14	13	36	24
10	27	31	5	23	204	6	37	38	17	15	16	41	33
11	53	29	14	12	180	5	42	48	30	21	18	74	41
12	44	22	22	22	134		78	154	41			145	132

Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6							518						
7			52			127	54	56	56				
8	10	12	20	10	10	100	32	23					10
9	15	12	4	3	4	68	51	13	8	7	3	9	13
10	16	15	4	3	3	84	63	8	8	6	4	9	13
11	23	14	3	7	2	128	75	13	12	7	2	17	20
12		21	76			139	171	37	21			21	38

Boys

	14	15	16	17	18	19	20	21	22	23	24	25	26
5				344							344		
6													
7				123			44			47			
8		26		63	21	33		13	21			78	6
9	3	8	3	65	21	31	13	14	30	6	2	47	20
10	2	5	3	56	18	37	12	12	30	5	1	35	17
11	5	10	7	42	19	29	17	13	13	7	1	23	11
12			22			61						41	

Girls

	14	15	16	17	18	19	20	21	22	23	24	25	26
5											1000		
6													
7				52							106		
8				29	21					11	103	10	24
9	1	21	8	13	28	4		1	1	12	139	6	2
10	1	25	14	10	30	5		1	1	13	122	6	2
11	4	23	24	8	40	3		1	2	25	89	6	1
12		37	44		21						21		21

Boys

	27	28	29	30	31	32	33	34	35	36	X	N
5										312	332	6420
6							218			228	1119	9690
7			47	47	44			47		47	742	45150
8				18	69	7	13	15	7	81	391	323930
9	6	3	7	19	61	2	6	35	15	136	149	2546383
10	3	5	7	20	57	1	7	41	9	123	68	3918861
11	10	7	8	13	47		2	31	8	111	45	156229
12				42						39	98	5399

Girls	27	28	29	30	31	32	33	34	35	36	X	N
5											2091	4190
6	482											4270
7	171		51	56		161				56	327	39260
8	146	37	35	22	31	203				100	277	205880
9	242	9	45	2	5	137	4	1	1	106	78	2466576
10	265	10	42	2	3	113	3	1		98	38	4890426
11	249	6	31	1		69	2	1	1	94	33	221354
12	114		21			137				58	23	5629

Note--See page D-2 (Notes To Appendix D)

212. Which one of the following occupations would you most like to enter? If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.

1. Accountant
2. Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
3. College professor
4. Dentist
5. Engineer (aeronautical, civil, chemical, mechanical, etc.)
6. Elementary school teacher
7. High school teacher
8. Lawyer
9. Mathematician
10. Pharmacist
11. Clergyman (minister, priest, rabbi, etc.)
12. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
13. Physician
14. Political scientist or economist
15. Social worker
16. Sociologist or psychologist
17. Armed forces officer
18. Artist or entertainer
19. Businessman
20. Craftsman
21. Engineering or scientific aide
22. Forester
23. Medical or dental technician
24. Nurse
25. Pilot, airplane
26. Policeman or fireman
27. Secretary, office clerk or typist
28. Writer
29. Barber or beautician
30. Enlisted man in the armed forces
31. Farmer
32. Housewife
33. Salesman or saleswoman
34. Skilled worker (electrician, machinist, plumber, printer, etc.)
35. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
36. Some other occupation different from any above

Note--See page D-2 (Notes To Appendix D)

Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6		186					101	173				355	
7		87	42		39	42		47	91	42		47	92
8	50	67	20	75	97	38	1	39	22	12	20	54	7
9	20	27	7	26	183	9	26	39	21	12	15	41	26
10	25	34	5	23	196	7	33	42	17	14	16	44	35
11	43	41	10	12	179	5	42	53	23	14	19	75	49
12	43	22	22	24	245		36	151				142	129

Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6						518							
7		145		60					64	125			
8	10		39	19	10	41	39	30	2		10		
9	13	14	5	4	4	70	49	20	9	8	4	12	16
10	14	20	4	4	4	79	54	17	10	7	5	13	18
11	18	23	4	7	2	115	59	29	13	8	3	18	31
12		21	76			118	127	37	21			21	38

Boys

	14	15	16	17	18	19	20	21	22	23	24	25	26
5				344	344								
6													
7	44			118						45		39	
8	13	33		51	15	20		13	22	12	7	38	13
9	2	7	4	67	23	29	15	15	36	6	4	64	19
10	2	4	4	57	23	31	11	12	38	6	2	52	18
11	4	12	9	44	22	31	14	12	19	4	1	39	17
12			22			24	41					40	

Girls

	14	15	16	17	18	19	20	21	22	23	24	25	26
5											1000		
6													
7		58		60							60		
8				19	51	25				11	161	9	23
9	2	23	10	18	41	4		1	1	12	149	10	3
10	2	32	19	14	47	5		1	1	15	127	9	3
11	2	25	35	8	58	7		1	4	21	90	8	2
12		59	89		43						58		21

	27	28	29	30	31	32	33	34	35	36	X	N
5				312							332	6420
6										186	725	11900
7				45	89			45		45	668	47140
8			25	25	54		6	21	7	121	406	320530
9	4	4	7	15	56	3	6	32	14	116	147	2552088
10	3	7	7	15	54	1	7	39	10	106	68	3919640
11	7	5	7	13	38		5	37	7	89	50	155437
12										61	72	5529

	27	28	29	30	31	32	33	34	35	36	X	N
5											2091	4190
6	482											4270
7	125		58			183				64	508	34540
8	164		39	29	10	100	21	10		129	224	214790
9	218	13	51	2	6	108	5	2	1	94	78	2466463
10	221	16	49	2	5	88	3			92	38	4890887
11	201	14	32		1	68	2	1	1	90	37	220408
12	77		21		37	101				36	23	5629

218. Mark the one answer indicating the highest level of education your father reached. Mark the one best answer even if you are not sure.

1. I don't know
2. None, or some grade school
3. Completed grade school
4. Some high school, but did not graduate
5. Graduated from high school
6. Vocational or business school after high school
7. Some junior or regular college, but did not graduate
8. Graduated from a regular 4-year college
9. Master's degree
10. Some work toward doctorate or professional degree
11. Completed doctorate or professional degree

Boys

	1	2	3	4	5	6	7	8	9	10	11
5	525			475							
6		311		159			148	144	152		86
7	152	295	36	108	102	137	136			34	
8	263	116	101	166	128	87	12	38	44	20	25
9	161	69	131	191	226	42	51	71	22	7	28
10	107	47	125	189	255	53	64	87	21	13	38
11	113	48	111	196	223	47	62	92	37	14	56
12	21		40	360	255	65	21	100	37		102

Girls

	1	2	3	4	5	6	7	8	9	10	11
5		492		508							
6			1000								
7	261	179	270	86	158		47				
8	351	195	69	230	2	19	30	21		25	58
9	196	84	138	206	198	36	39	52	12	6	33
10	135	60	126	202	235	49	58	70	17	10	39
11	131	72	106	210	209	43	64	78	18	15	55
12	79	195	126	133	129		88	92		132	25

Boys

	X	N	M
5	1031	4210	2.425
6	477	13900	5.762
7	283	61280	3.910
8	335	337590	3.883
9	112	2631921	4.343
10	64	3934081	4.807
11	46	156000	4.990
12	35	5729	5.640

Girls

	X	N	M
5	2091	4190	3.017
6	1073	2060	3.000
7	99	47410	2.887
8	233	213330	3.258
9	86	2447664	4.023
10	56	4810615	4.552
11	49	217840	4.718
12	103	5221	4.977

Note--See page D-2 (Notes To Appendix D)

219. Mark the one answer indicating the highest level of education your mother reached. Mark the one best answer even if you are not sure.

1. I don't know
2. None, or some grade school
3. Completed grade school
4. Some high school, but did not graduate
5. Graduated from high school
6. Vocational or business school after high school
7. Some junior or regular college, but did not graduate
8. Graduated from a regular 4-year college
9. Master's degree
10. Some work toward doctorate or professional degree
11. Completed doctorate or professional degree

Boys

	1	2	3	4	5	6	7	8	9	10	11
5	1000										
6	157	340					162		174	166	
7	239	112	225	111	58	75	73	35	72		
8	246	123	82	182	151	53	53	46	6	26	31
9	141	44	104	187	320	47	45	75	14	9	13
10	90	25	92	173	375	62	56	89	16	8	14
11	83	29	81	171	359	66	63	83	29	11	25
12		34		42	370	149	212	135	20		37

Girls

	1	2	3	4	5	6	7	8	9	10	11
5		492		508							
6					1000						
7	222	413	130	42	105	42			47		
8	292	213	134	192	85	10	11	12		2	49
9	132	56	123	238	277	55	40	46	9	5	19
10	82	34	105	224	323	79	55	64	11	7	16
11	76	36	114	212	294	76	62	72	26	10	22
12		75	60	120	381	64	162	58	43		36

Boys

	X	N	M
5	1031	4210	1.000
6	617	12700	5.201
7	377	57090	3.762
8	348	334300	3.938
9	112	2631113	4.453
10	58	3955772	4.834
11	43	156495	5.007
12		5929	6.139

Girls

	X	N	M
5	2091	4190	3.017
6	1073	2060	5.000
7	96	47520	2.802
8	244	211360	3.100
9	68	2487667	4.270
10	40	4883257	4.688
11	36	220612	4.853
12		5759	5.485

Note--See page D-2 (Notes To Appendix D)

220. With whom are you now living; that is, who are the heads of the house?

1. Mother and father
2. Mother only
3. Father only
4. Sometimes with my mother, sometimes with my father
5. Mother and stepfather
6. Father and stepmother
7. Grandparents, aunt, uncle, or cousins
8. Brother or sister
9. Foster parents (not relatives)
10. Someone not listed above

Boys

	1	2	3	4	5	6	7	8	9	10
5	525								475	
6	311	86			307	152	144			
7	319	165	64	98	157	164		33		
8	534	117	54	38	67	34	48	48	17	41
9	751	85	28	14	44	17	27	12	8	15
10	831	72	17	7	32	10	15	5	3	7
11	823	92	19	6	26	15	13	3		3
12	819	41	22		118					

Girls

	1	2	3	4	5	6	7	8	9	10
5	1000									
6		518		482						
7	592	189		43			176			
8	645	143	53	22	41	33	27		9	29
9	776	99	16	7	49	11	22	7	5	10
10	819	84	14	3	43	10	15	4	3	5
11	828	83	9	1	39	9	15	5	4	7
12	920	58			23					

Boys

	X	N
5	1031	4210
6	477	13900
7	241	63380
8	252	360010
9	93	2677165
10	45	4005629
11	27	158967
12	21	5809

Girls

	X	N
5	2091	4190
6		4270
7	96	47520
8	138	231040
9	51	2527865
10	26	4949636
11	20	224213
12		5759

221. What is the total number of living children in your family? Include yourself, together with all full brothers and sisters, half-brothers and sisters, stepbrothers and sisters, and foster brothers and sisters. Include those not now living in your home.

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine
10. Ten
11. Eleven
12. Twelve or more

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5									525	475		
6			350					217		227		206
7	67		123	211	70	135	121	137	68	33	36	
8	46	120	114	186	108	161	54	70	52	17	6	66
9	85	193	195	170	121	79	56	36	23	14	10	19
10	97	246	228	164	103	63	37	23	14	9	6	11
11	130	292	229	133	90	48	32	10	8	9	5	14
12	259	321	206	114			23	39				37

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5			508					492				
6		518						482				
7		46	100	49	137	143	137	46	248			95
8	62	110	174	167	101	68	112	111	28	38	9	19
9	73	193	208	167	115	79	55	38	26	18	12	17
10	88	230	229	171	107	66	42	24	16	11	7	10
11	106	299	204	134	92	59	31	27	12	22	10	5
12	83	179	427	63	58	35	58	75		23		

Boys	X	N	M
5	1031	4210	9.475
6	1110	9730	7.524
7	281	61380	5.714
8	263	356770	5.314
9	103	2652497	4.170
10	49	3989443	3.675
11	33	157982	3.360
12	35	5729	2.898

Girls	X	N	M
5	2091	4190	5.458
6		4270	4.895
7	146	45450	6.822
8	208	217760	5.027
9	58	2512792	4.236
10	29	4933983	3.778
11	27	222477	3.597
12		5759	3.705

224. Where did you live just before moving to this community?

1. I have lived here all my life.
2. New England States (Me., N.H., Vt., Mass., R.I., Conn.)
3. Middle Atlantic States (N.Y., N.J., Pa.)
4. South Atlantic States (Del., Md., D.C., Va., W.Va., N.C., S.C., Ga., Fla.)
5. East North Central States (Ohio, Ind., Ill., Mich., Wis.)
6. West North Central States (Minn., Iowa, Mo., N.Dak., S.Dak., Neb., Kan.)
7. East South Central States (Ky., Tenn., Ala., Miss.)
8. West South Central States (Ark., La., Okla., Texas)
9. Mountain States (Mont., Idaho, Wyo., Colo., N.Mex., Ariz., Utah, Nev.)
10. Pacific States (Wash., Ore., Calif., Hawaii, Alaska)
11. United States possessions (Puerto Rico, Guam, etc.)
12. In a foreign country

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5	525					475						
6	159	159		86		152	292	152				
7	415	68	34	70		37	73	73	90	36		104
8	408	28	137	72	113	58	67	18	17	40	5	35
9	532	30	50	68	86	46	35	51	29	45	7	21
10	563	33	71	56	79	46	27	38	21	48	4	15
11	610	31	120	32	58	18	35	25	12	35	7	16
12	517		172			105	36		56	56		58

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5	1000											
6	518			482								
7	565	121	48	50	102				53			60
8	560		35	63	124		55	31		10	44	77
9	596	23	41	65	73	35	34	46	26	40	5	16
10	596	33	63	52	78	42	25	35	19	43	3	11
11	630	40	116	37	59	15	33	18	6	18	3	24
12	804		42	21	37		37		23			37

Boys

	X	N
5	1031	4210
6	477	13900
7	321	59520
8	289	349730
9	123	2606931
10	62	3941640
11	41	156863
12		5929

Girls

	X	N
5	5286	2060
6		4270
7	259	41350
8	297	202800
9	79	2463713
10	40	4882618
11	40	219771
12		5759

225. How many rooms are in your home? Count all rooms; bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.

1.	One	7.	Seven or eight
2.	Two	8.	Nine or ten
3.	Three	9.	Eleven or twelve
4.	Four	10.	Thirteen or fourteen
5.	Five	11.	Fifteen or sixteen
6.	Six	12.	Seventeen or more

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5	475		525									
6	159		152	86		148	144				159	152
7	104	105	34	125	72	113	196	36	109	36		72
8	43	21	51	120	157	213	192	98	27	18	6	55
9	8	11	21	46	98	163	298	179	87	42	22	26
10	3	4	12	33	78	144	322	209	105	46	21	23
11	1	2	18	57	111	183	308	180	68	38	17	17
12			22	131	148	62	263	147	88	39		100

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5							1000					
6			1000									
7			141	305	195	99	97			162		
8		25	98	122	171	166	249	60	57	33		18
9	2	5	13	45	107	175	325	189	80	34	12	14
10	1	2	7	31	82	156	345	211	94	38	17	14
11	1	1	12	54	113	166	331	176	97	26	14	10
12				114	21	78	412	174	135		21	45

Boys

	X	N	M
5	1031	4210	2.050
6	477	13900	6.427
7	323	59420	5.806
8	336	337430	6.055
9	125	2602176	7.014
10	66	3924976	7.273
11	46	156070	6.917
12	82	5479	7.099

Girls

	X	N	M
5	5286	2060	7.000
6		4270	3.000
7	205	43210	5.516
8	207	217870	5.967
9	69	2485436	6.957
10	39	4885885	7.195
11	46	218636	6.949
12		5759	7.289

226. How many people live in your home? Include yourself, brothers, sisters, parents, relatives, boarders, roomers, servants, etc.

1. Two
2. Three
3. Four
4. Five
5. Six
6. Seven
7. Eight
8. Nine
9. Ten
10. Eleven
11. Twelve
12. Thirteen or more

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5		475					525					
6		86		159	148	311	296					
7	70	33	103	168	297	34	72	189				33
8	18	117	194	123	148	180	55	63	31	17	17	36
9	24	138	235	210	149	94	59	36	22	12	6	13
10	20	149	271	231	144	82	46	24	16	7	5	6
11	32	176	292	235	105	62	40	17	16	9	8	7
12	43	257	353	180	39		34	57	37			

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5									1000			
6					518	482						
7	49	145	104	148	98	51	94	94	49	116	51	
8	81	85	160	161	151	128	137	64	19	4		9
9	19	130	241	224	155	95	54	36	21	10	6	8
10	18	147	267	230	153	85	45	25	13	7	5	5
11	21	166	296	205	128	78	34	30	18	11	7	7
12		83	272	337	175	23	35		75			

Boys

	X	N	M
5	1031	4210	4.625
6	477	13900	5.484
7	278	61520	5.228
8	299	346940	5.106
9	130	2590908	4.412
10	65	3928497	4.113
11	62	153670	3.924
12	21	5809	3.557

Girls

	X	N	M
5	5286	2060	9.000
6		4270	5.482
7	208	43100	5.618
8	220	215470	4.695
9	67	2492003	4.369
10	36	4902754	4.125
11	34	220984	4.072
12		5759	4.263

Note--See page D-2 (Notes To Appendix D)

232. What do you expect to do about military service?

1. Never serve because I am a girl
2. Quit high school to enlist
3. Enlist right after high school
4. Work for a commission through a college ROTC program, military school, or one of the service academies
5. Enlist after I have completed some college training
6. Enlist after I have graduated from college
7. Enlist after I have worked for several years
8. Enlist in the Reserves or National Guard
9. Wait until I am drafted
10. Never serve because I do not think I can pass the physical examination
11. Never serve for other reasons
12. I have no idea what I will do about military service.

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5						525						475
6	152		159		459				144			86
7	71	130	298	73	76	38	37	73	72	35		96
8	41	84	197	121	68	103	59	19	30	38	26	214
9	11	29	273	115	63	110	28	33	65	21	19	233
10	6	11	240	145	59	124	24	31	68	18	22	251
11	6	10	158	175	50	124	27	32	92	21	36	269
12			40	143	81	273		59	105	42		258

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5	1000											
6	518											482
7	801	51			48							100
8	698		38	48	13	25	26	11		12	10	121
9	835	4	22	7	10	11	4	2	2	2	7	94
10	887	1	14	3	7	7	4	1	1	1	5	69
11	892	1	11	4	6	7	6	1	1		3	68
12	977								23			

Boys	X	N
5	1031	4210
6	477	13900
7	370	57410
8	334	337760
9	159	2524045
10	88	3848102
11	74	151944
12	44	5679

Girls	X	N
5	5286	2060
6		4270
7	207	43150
8	367	192400
9	89	2441204
10	43	4866593
11	31	221712
12		5759

Note--See page D-2 (Notes To Appendix D)

235. In which branch of the service do you expect to serve?

1. I do not expect to serve, for physical reasons.
2. I do not expect to serve, for reasons other than physical
3. Army
4. Air Force
5. Navy
6. Marine Corps
7. Coast Guard
8. Army Reserves or National Guard
9. Air Force Reserves or National Guard
10. Navy Reserves
11. Marine Corps Reserves
12. Coast Guard Reserves

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5			1000									
6			86	152	159	148	311			144		
7	69		267	106	72	130	35	108	104	73		36
8	103	94	150	183	117	165	45	34	51	25	13	20
9	39	60	206	253	210	120	33	29	18	11	11	10
10	32	56	224	254	235	104	32	25	14	8	8	7
11	37	78	267	249	212	77	26	18	10	7	15	4
12	63	46	331	298	182	80						

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5		1000										
6	518	482										
7	510	194	99		97			51				49
8	317	344	2	86	82	79		14	13	24	24	15
9	259	598	23	39	46	16	3	4	5	2	3	2
10	257	646	15	29	35	11	2	1	1	1	1	1
11	337	576	13	26	26	14	4	1	2	2		1
12	207	766										27

Boys

	X	N
5	2869	2210
6	477	13900
7	324	59410
8	366	329870
9	184	2472380
10	104	3790644
11	73	152160
12	44	5679

Girls

	X	N
5	5286	2060
6		4270
7	206	43200
8	500	175330
9	157	2297831
10	100	4617121
11	126	202957
12	214	4742

237. Which one of the following best describes the college you expect to attend?

1. I do not expect to go to college.
2. A teachers college
3. An agricultural college
4. An engineering college
5. A liberal arts college
6. A college specializing in music or fine arts
7. A university which includes many of the above colleges
8. Some other type of college
9. I have no plans regarding the type of college I will attend.

Boys

	1	2	3	4	5	6	7	8	9
5									1000
6	189	103		180	176		180		171
7	308	56	69	76	107	106	72	103	103
8	336	47	73	154	45	34	64	102	144
9	293	27	54	174	44	29	127	113	139
10	244	33	42	190	55	21	160	125	129
11	209	30	27	181	136	16	189	114	97
12	72			210	351		154	155	59

Girls

	1	2	3	4	5	6	7	8	9
5								1000	
6	1000								
7	568	103			57				272
8	515	22	13	41	92	36	23	87	170
9	377	87	7	8	36	24	127	163	170
10	344	96	5	5	64	25	146	176	138
11	276	112	1	5	160	18	186	131	111
12	257	100			396	22	167	22	37

Boys	X	N
5	1031	4210
6	756	11690
7	324	59410
8	405	320840
9	187	2465903
10	102	3796344
11	72	152187
12		5929

Girls	X	N
5	5286	2060
6		4270
7	341	38830
8	405	187230
9	103	2410290
10	53	4822428
11	46	218467
12	38	5547

238. How old do you expect to be when you get married?

1. I am already married.
2. 17 years old or younger
3. 18 years old
4. 19 years old
5. 20 years old
6. 21 or 22 years old
7. 23 or 24 years old
8. 25 or 26 years old
9. 27 to 29 years old
10. 30 to 35 years old
11. 36 or older
12. I don't expect to marry.

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5					525			475				
6				148	159	152	311					230
7		75	37	73	249	38	40	147	37			303
8	13	62	93	117	106	222	69	91	56	16	13	143
9	12	14	34	54	114	242	206	119	40	15	8	143
10	7	9	18	40	102	261	240	134	42	13	5	128
11	2	13	10	25	96	244	263	161	56	20	5	105
12			21		22	219	243	268	84			142

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5						1000						
6			482			518						
7	51	94	49	51	189	272	99	100	47			47
8	36	68	115	157	217	207	44	23	36	11		87
9	6	39	85	128	180	281	157	52	14	3	2	52
10	3	31	80	108	179	313	179	54	11	3	1	39
11	1	27	59	83	185	339	194	60	15	5	2	29
12			38	21	162	468	201	37				73

Boys	X	N	M
5	1031	4210	6.425
6	477	13900	7.237
7	370	57410	7.456
8	458	309090	6.474
9	211	2417496	7.080
10	114	3755703	7.173
11	76	151713	7.252
12	21	5809	7.801

Girls	X	N	M
5	5286	2060	6.000
6		4270	4.553
7	211	42990	5.645
8	427	184320	5.438
9	108	2398700	5.756
10	56	4808597	5.797
11	52	217282	5.916
12	21	5639	6.396

239. If all your plans work out as they should, how much money per year would you expect to be earning twenty years after you graduate from high school?

1. $2,500 or less
2. $2,500 to $5,000
3. $5,000 to $7,500
4. $7,500 to $10,000
5. $10,000 to $12,500
6. $12,500 to $15,000
7. $15,000 to $17,500
8. $17,500 to $20,000
9. $20,000 to $22,500
10. $22,500 to $25,000
11. $25,000 or more

Boys	1	2	3	4	5	6	7	8	9	10	11
5	525					475					
6			102	175				187	187		349
7	252	142	106	73	69	112	35	37	68	34	73
8	167	122	104	73	123	65	90	26	80	7	142
9	48	82	134	152	130	100	76	62	52	33	130
10	29	60	128	172	144	107	81	65	56	33	126
11	12	57	105	135	138	115	70	86	71	33	178
12		81	132	145	90	117	196	23	23		192

Girls	1	2	3	4	5	6	7	8	9	10	11
5											1000
6			1000								
7	543	68	64	68			65	62			130
8	243	267	49	37	41	117	51	117	17	11	49
9	148	177	169	133	89	69	44	43	35	25	67
10	108	172	202	151	103	69	47	42	33	17	55
11	78	149	223	138	125	70	47	42	39	18	71
12	171	241	53	102	106	86	27	47	72	47	47

Boys	X	N	M
5	1031	4210	3.375
6	741	11790	8.025
7	324	59410	4.455
8	432	314800	5.213
9	275	2295631	5.731
10	173	3567078	5.882
11	123	145282	6.469
12	135	5226	6.170

Girls	X	N	M
5	5286	2060	11.000
6	1073	2060	3.000
7	608	32390	3.523
8	566	167980	4.080
9	291	2058693	4.361
10	229	4133222	4.328
11	207	189394	4.620
12	276	4514	4.468

240. How much money is the least amount of earnings (per year) that would satisfy you in the twentieth year after you graduate from high school?

1. $2,500 or less
2. $2,500 to $5,000
3. $5,000 to $7,500
4. $7,500 to $10,000
5. $10,000 to $12,500
6. $12,500 to $15,000
7. $15,000 to $17,500
8. $17,500 to $20,000
9. $20,000 to $22,500
10. $22,500 to $25,000
11. $25,000 or more

Boys

	1	2	3	4	5	6	7	8	9	10	11
5						525					475
6	311		245						152		292
7	229	60	38	113	157	60	76	77	36	39	115
8	220	93	207	71	20	101	48	28	44	27	142
9	81	142	193	159	111	68	60	41	35	24	86
10	57	128	213	183	132	72	59	40	30	19	66
11	46	110	176	186	149	82	71	51	33	17	79
12	24	100	301	164	275	44	22	24			47

Girls

	1	2	3	4	5	6	7	8	9	10	11
5											1000
6				1000							
7	610	68	64		62	68	65		62		
8	282	164	68	63	52	38	103	105	37	12	73
9	224	214	169	117	77	45	33	32	22	17	49
10	195	229	205	127	75	43	33	26	20	11	35
11	160	221	209	139	98	44	41	18	17	11	43
12	319	150	119	82	201	27	47		27	29	

Boys

	X	N	M
5	1031	4210	8.375
6	477	13900	5.626
7	427	55100	5.182
8	501	300310	4.797
9	259	2324018	4.796
10	161	3603394	4.706
11	118	146018	5.017
12	83	5477	4.284

Girls

	X	N	M
5	5286	2060	11.000
6	1073	2060	4.000
7	613	32280	2.674
8	589	165490	4.391
9	282	2073179	3.680
10	214	4182181	3.522
11	193	191562	3.706
12	276	4514	3.325

241. How many different times have you been sick in bed (as much as a day) in the past year?

1. None
2. One or two
3. Three or four
4. Five or six
5. Seven or eight
6. Nine or more

Boys

	1	2	3	4	5	6	X	N	M
5	525	475					1031	4210	1.475
6	148	159	230	463			477	13900	3.007
7	245	286		252	37	180	324	59410	3.090
8	256	279	154	97	95	119	394	323260	2.851
9	284	380	172	71	31	62	167	2507635	2.372
10	299	418	163	60	24	35	79	3879482	2.197
11	303	450	143	52	24	28	39	157090	2.128
12	137	553	219	57	34			5929	2.298

Girls

	1	2	3	4	5	6	X	N	M
5						1000	5286	2060	6.000
6		1000					1073	2060	2.000
7	173	432	57	181	54	103	343	38780	2.820
8	182	363	214	80	55	107	435	183310	2.783
9	213	378	196	87	41	85	85	2448815	2.620
10	209	405	197	83	41	65	34	4910734	2.539
11	200	420	183	96	39	61	34	221105	2.535
12	172	506	145	95	59	23	21	5639	2.433

243. Which one of the following best describes your usual health in the last three years?

1. Excellent
2. Very good
3. Good
4. Average
5. Poor
6. Very poor

Boys

	1	2	3	4	5	6	X	N	M
5		525				475	1031	4210	3.900
6		186	278	359	177		725	11900	3.528
7	141	214	304	306	35		324	59410	2.880
8	195	323	196	194	42	50	463	308050	2.715
9	304	358	201	110	21	7	181	2477901	2.204
10	344	392	171	79	10	3	85	3857285	2.029
11	365	398	145	75	13	4	42	156705	1.982
12	369	456	137	38				5929	1.843

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6		1000					1073	2060	2.000
7	123	317	179	204	58	119	504	34620	3.112
8	115	366	213	244	61		433	183510	2.770
9	218	394	207	153	25	4	93	2432430	2.382
10	272	410	185	114	18	1	38	4891326	2.199
11	289	396	175	121	16	3	36	220695	2.186
12	257	422	177	144			61	5426	2.208

Items 248-283. For the following questions, mark your answers as follows:

1. Yes
2. No

248. Do you wear glasses all the time?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	1031	4210	2.000
6	86	914	477	13900	1.914
7	202	798	372	57310	1.798
8	137	863	466	307420	1.863
9	158	842	194	2450677	1.842
10	167	833	93	3830535	1.833
11	159	841	45	156123	1.841
12	174	826		5929	1.826

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	267	733	343	38780	1.733
8	213	787	474	178380	1.787
9	184	816	101	2414100	1.816
10	182	818	42	4873654	1.818
11	159	841	41	219495	1.841
12	68	932	61	5426	1.932

249. Do you have trouble seeing things from a distance?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	1031	4210	2.000
6	841	159	477	13900	1.159
7	361	639	424	55200	1.639
8	336	664	481	304400	1.664
9	221	779	190	2458432	1.779
10	231	769	90	3837926	1.769
11	250	750	51	155296	1.750
12	275	725		5929	1.725

Girls

	1	2	X	N	M
5	1000		5286	2060	1.000
6		1000	1073	2060	2.000
7	171	829	420	36680	1.829
8	354	646	500	175340	1.646
9	353	647	100	2415162	1.647

250. Do you wear glasses for special purposes (reading, TV, etc.)?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	1031	4210	2.000
6	101	899	725	11900	1.899
7	119	881	481	53090	1.881
8	193	807	458	309150	1.807
9	170	830	192	2455602	1.830
10	181	819	92	3831976	1.819
11	229	771	51	155274	1.771
12	100	900		5929	1.900

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	231	769	420	36680	1.769
8	333	667	465	179510	1.667
9	269	731	102	2411020	1.731
10	311	689	44	4866142	1.689
11	326	674	40	219877	1.674
12	373	627	61	5426	1.627

251. Do you have trouble hearing people talk?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	2869	2210	2.000
6	543	457	734	11840	1.457
7	288	712	372	57310	1.712
8	213	787	459	308890	1.787
9	82	918	193	2452201	1.918
10	55	945	93	3827625	1.945
11	53	947	52	155219	1.947
12	67	933		5929	1.933

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	61	939	504	34620	1.939
8	111	889	482	177400	1.889
9	76	924	104	2407519	1.924
10	58	942	43	4866843	1.942
11	58	942	40	219763	1.942
12	98	902	61	5426	1.902

252. Are you hard of hearing?

1. Yes
2. No

Boys

	1	2	X	N	M
5	475	525	1031	4210	1.525
6		1000	725	11900	2.000
7	235	765	481	53100	1.765
8	160	840	470	306550	1.840
9	64	936	241	2358173	1.936
10	36	964	129	3705654	1.964
11	41	959	84	150540	1.959
12		1000	37	5717	2.000

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	109	891	420	36680	1.891
8	74	926	486	176980	1.926
9	39	961	149	2312420	1.961
10	27	973	78	4710172	1.973
11	34	966	70	213698	1.966
12	23	977	102	5226	1.977

255. Is your speech easily understood?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		1031	4210	1.000
6	852	148	477	13900	1.148
7	575	425	424	55210	1.425
8	615	385	486	303300	1.385
9	743	257	200	2438588	1.257
10	785	215	97	3815989	1.215
11	792	208	56	154521	1.208
12	812	188	39	5709	1.188

Girls

	1	2	X	N	M
5	1000		5286	2060	1.000
6	1000		1073	2060	1.000
7	623	377	606	32420	1.377
8	725	275	504	174880	1.275
9	792	208	106	2402774	1.208
10	828	172	44	4861742	1.172
11	832	168	47	218281	1.168
12	855	145	61	5426	1.145

274. Do you often get severe headaches?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		3275	2000	1.000
6	899	101	734	11840	1.101
7	604	396	616	48670	1.396
8	271	729	521	296420	1.729
9	164	836	251	2338869	1.836
10	120	880	125	3719409	1.880
11	101	899	72	152268	1.899
12	123	877		5929	1.877

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	473	527	846	28210	1.527
8	608	392	546	170110	1.392
9	280	720	138	2335383	1.720
10	236	764	64	4774395	1.764
11	232	768	55	216738	1.768
12	151	849	61	5426	1.849

295. Do you have a car of your own, or one that is mostly for your use?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		3275	2000	1.000
6	148	852	477	13900	1.852
7	200	800	917	41020	1.800
8	254	746	659	271650	1.746
9	167	833	324	2209986	1.833
10	163	837	156	3619711	1.837
11	166	834	94	149159	1.834
12	103	897		5929	1.897

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	100	900	1607	19980	1.900
8	85	915	793	146690	1.915
9	92	908	179	2253445	1.908
10	94	906	75	4724831	1.906
11	99	901	60	215666	1.901
12	147	853	61	5426	1.853

297. Do you think you will quit high school before you graduate?

1. I definitely will leave.
2. I am almost sure to leave.
3. I am likely to leave.
4. I am not likely to leave.
5. I definitely will not leave.

Boys

	1	2	3	4	5	X	N	M
5			1000			3275	2000	3.000
6		311			689	477	13900	4.068
7	230	173	117	358	122	1210	35580	2.969
8	133	165	184	124	394	573	286560	3.481
9	38	41	65	162	694	328	2204258	4.433
10	19	14	24	105	838	164	3595920	4.730
11	10	7	19	77	887	90	149793	4.823
12	56				944		5929	4.775

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6			1000			1073	2060	3.000
7			374	626		1369	21980	3.626
8	63	97	109	341	390	708	154010	3.900
9	26	19	38	170	746	184	2245550	4.591
10	17	9	19	113	842	77	4716851	4.753
11	14	6	3	98	880	57	216264	4.823
12	39				961	103	5220	4.842

298. After you leave high school, are you likely to go to a vocational school?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
5. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5					1000	3275	2000	5.000
6			459	296	245	477	13900	3.786
7		176	232	356	237	1210	35580	3.653
8	59	198	242	268	233	635	275680	3.415
9	76	75	154	339	355	371	2134323	3.821
10	54	53	124	359	412	187	3525194	4.022
11	46	34	74	313	534	107	147385	4.254
12		22	105	173	701		5929	4.552

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6					1000	1073	2060	5.000
7	91			490	419	1369	21980	4.146
8	77	89	119	369	346	784	147400	3.817
9	58	65	136	393	347	224	2171336	3.905
10	51	56	108	388	397	102	4609501	4.025
11	40	43	86	331	501	81	211499	4.210
12	80	41		425	454	103	5220	4.134

299. After you leave high school, are you likely to go to a business or commercial school?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
4. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5			1000			3275	2000	3.000
6	466	304	144		86	477	13900	1.937
7	56	236	242	345	121	1210	35580	3.239
8	129	137	214	295	225	648	273500	3.352
9	54	67	146	373	360	366	2143079	3.917
10	34	40	108	394	424	184	3534278	4.134
11	38	43	61	334	523	107	147440	4.262
12		22		207	771		5929	4.728

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6				1000		1073	2060	4.000
7	91	182	192	308	227	1369	21980	3.399
8	88	73	197	382	261	786	147250	3.656
9	74	91	186	373	275	209	2199169	3.684
10	64	85	177	366	308	89	4661220	3.768
11	54	76	138	333	400	67	214188	3.948
12	80	25	83	360	452	103	5220	4.080

300. After you leave high school, are you likely to go to a junior college or a four-year college part-time?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
5. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5				1000		3275	2000	4.000
6		307	152	152	389	477	13900	3.623
7		179	239	404	178	1210	35580	3.580
8	121	124	231	307	217	563	288360	3.377
9	102	105	184	320	289	354	2161946	3.588
10	84	89	175	352	300	180	3546209	3.694
11	74	66	143	343	374	108	147323	3.878
12		84	20	304	591		5929	4.402

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6				1000		1073	2060	4.000
7	91		91	500	318	1369	21980	3.955
8	82	70	91	470	287	757	149650	3.809
9	70	79	157	361	333	203	2208856	3.809
10	58	67	138	376	362	86	4675355	3.917
11	47	60	141	360	392	75	212607	3.990
12	133	40		440	307	78	5240	3.968

301. After you leave high school, are you likely to go to a junior college or a four-year college full-time?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
5. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5			1000			3275	2000	3.000
6	101	356		169	373	734	11840	3.356
7	66		185	367	381	1356	33370	3.998
8	145	116	204	331	205	643	274370	3.335
9	217	160	183	228	212	364	2145289	3.059
10	258	185	182	201	174	183	3539303	2.848
11	365	165	147	178	145	111	146969	2.573
12	578	186	108	95	34		5929	1.822

Girls

	1	2	3	4	5	X	N	M
5			1000			5286	2060	3.000
6				1000		1073	2060	4.000
7	91	182	101	399	227	1369	21980	3.490
8	116	72	91	395	326	805	145730	3.744
9	170	137	160	265	268	208	2199850	3.323
10	201	158	141	229	271	86	4674617	3.212
11	289	185	123	185	218	70	213618	2.857
12	488	303		148	61	103	5220	1.991

302. Which type of college are you more likely to attend?

1. Four-year college
2. Junior college
3. I don't know which I will attend.
4. I don't expect to go to college.

Boys

	1	2	3	4	X	N	M
5				1000	3275	2000	4.000
6	101	169	365	365	734	11840	2.993
7	136	64	342	458	1507	31370	3.122
8	170	156	240	433	655	272290	2.936
9	375	84	230	311	363	2146948	2.478
10	489	70	193	248	182	3539406	2.198
11	578	72	130	220	107	147448	1.991
12	780	81	67	72		5929	1.431

Girls

	1	2	3	4	X	N	M
5	1000				5286	2060	1.000
6				1000	1073	2060	4.000
7		91	467	442	1369	21980	3.351
8	116	60	185	639	810	145330	3.347
9	291	63	272	374	202	2211026	2.729
10	351	71	232	345	85	4680438	2.571
11	482	85	159	274	70	213581	2.226
12	711	41	148	101	103	5220	1.638

Note--See page D-2 (Notes To Appendix D)

303. When do you plan to start college?

1. I don't plan to go to college.
2. I plan to start college right after high school.
3. I plan to start college after completing military service.
4. I plan to start college after I have worked for a few years.
5. I may go to college sometime in the future, but my plans are not definite.

Boys

	1	2	3	4	5	X	N
5	1000					3275	2000
6	187	458			356	734	11840
7	245	189	129	314	123	1348	33490
8	397	207	193	97	106	633	276050
9	273	417	129	57	124	375	2128605
10	229	517	100	42	112	188	3522665
11	205	640	54	27	74	116	146220
12	72	835		37	56		5929

Girls

	1	2	3	4	5	X	N
5					1000	5286	2060
6	1000					1073	2060
7	432	376		101	91	1369	21980
8	477	240	64	103	116	805	145730
9	365	457	16	38	125	208	2199410
10	341	517	8	31	103	88	4669004
11	279	601	7	31	82	67	214338
12	110	819	44		27	203	4786

304. What is the greatest amount of education you expect to have during your life?

1. I don't expect to finish high school.
2. I expect to graduate from high school.
3. I expect to obtain vocational, business school, or junior college training.
4. I expect to obtain some (less than 4 years) regular college training.
5. I expect to graduate from a regular four-year college.
6. I expect to study for advanced college degrees.

Boys

	1	2	3	4	5	6	X	N	M
5		1000					3275	2000	2.000
6		187	525	187		101	734	11840	3.304
7	194	198	200	204	70	133	1503	31420	3.159
8	177	385	162	138	70	68	657	271960	2.744
9	55	288	109	107	288	154	389	2106882	3.747
10	22	222	106	97	359	194	196	3498012	4.131
11	11	190	78	75	328	317	118	146044	4.469
12		72		126	325	477		5929	5.136

Girls

	1	2	3	4	5	6	X	N	M
5								0	
6	1000						1073	2060	1.000
7	203	586	111			100	1607	19980	2.308
8	161	492	181	45	75	45	886	139440	2.517
9	53	319	188	106	252	81	220	2177641	3.429
10	23	253	233	107	291	93	92	4648997	3.667
11	18	195	207	76	307	197	78	212039	4.049
12		184	25	64	384	344	103	5220	4.678

Note--See page D-2 (Notes To Appendix D)

305. Have you taken, or do you expect to take, the National Merit Scholarship tests?

1. No, I have not taken, nor do I expect to take these tests.
2. Yes, I expect to take these tests.
3. Yes, I have taken these tests.

Boys

	1	2	3	X	N	M
5			1000	3275	2000	3.000
6	365	280	356	734	11840	1.991
7	327	336	336	1507	31370	2.009
8	442	299	259	676	268960	1.817
9	515	390	95	420	2060607	1.579
10	455	475	70	211	3455276	1.614
11	379	424	197	124	145164	1.818
12	253	114	634		5929	2.381

Girls

	1	2	3	X	N	M
5		1000		5286	2060	2.000
6	1000			1073	2060	1.000
7	241	641	118	1979	17480	1.877
8	661	236	103	836	143270	1.443
9	615	358	27	251	2123852	1.412
10	546	420	34	109	4578427	1.488
11	445	340	215	82	211264	1.770
12	489	199	312	150	5009	1.823

306. If there were no other way for you to attend college, would you be willing to take out a loan which you would have to pay back after you graduate?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		3275	2000	1.000
6	458	542	734	11840	1.542
7	415	585	2129	25130	1.585
8	374	626	671	269690	1.626
9	580	420	405	2083487	1.420
10	663	337	205	3473623	1.337
11	714	286	120	145752	1.286
12	832	168		5929	1.168

Girls

	1	2	X	N	M
5	1000		5286	2060	1.000
6	1000		1073	2060	1.000
7	422	578	1369	21980	1.578
8	459	541	830	143670	1.541
9	592	408	233	2155360	1.408
10	625	375	102	4608359	1.375
11	697	303	91	209550	1.303
12	762	238	150	5009	1.238

Note--See page D-2 (Notes To Appendix D)

337. How much education do your parents or guardians want you to have?

1. They don't care whether I stay in high school.
2. High school only.
3. Vocational school, business school, or junior college.
4. A college degree
5. Professional or graduate school
6. I don't know.

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	198	208		188		406	930	10640	3.802
7		329	508	82		82	2113	25260	2.998
8	75	273	240	192	50	171	1126	211970	3.383
9	32	144	133	429	79	182	678	1744312	3.926
10	16	93	109	526	94	161	382	3027965	4.074
11	13	77	105	488	193	124	274	128114	4.143
12				555	421	24	190	4984	4.469

Girls

	1	2	3	4	5	6	X	N	M
5					1000		5286	2060	5.000
6								0	
7		329		347	154	170	3012	12980	3.837
8	31	235	166	178	124	266	1094	125580	3.925
9	20	134	181	340	54	271	416	1876763	4.087
10	11	112	228	380	53	215	209	4201166	3.997
11	12	69	205	480	84	150	172	194986	4.006
12		127	90	616	100	67	150	5009	3.891

339. Do you think that you would like to make a lifetime career in the military service?

1. Like very much
2. Like fairly well
3. Indifferent
4. Dislike a little
5. Dislike very much

Boys

	1	2	3	4	5	X	N	M
5				1000		3275	2000	4.000
6		198		406	396	930	10640	3.999
7	166	245	330	91	168	2108	25300	2.849
8	150	263	245	189	153	1146	209980	2.932
9	141	175	214	162	308	697	1724394	3.320
10	125	166	215	157	337	393	3005159	3.413
11	97	158	171	169	404	275	127983	3.625
12	43	131	24	161	641	162	5104	4.225

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6							0	
7			170	501	329	3012	12980	4.159
8	161	109	167	111	453	1170	121170	3.585
9	58	85	191	99	568	476	1800081	4.034
10	41	70	190	95	604	252	4055237	4.150
11	35	57	211	93	604	214	188265	4.174
12			97	55	848	208	4769	4.751

Note--See page D-2 (Notes To Appendix D)

340. Do you think you will make a lifetime career in the military service?

1. Definitely will not
2. Very unlikely
3. Unlikely
4. Likely
5. Very likely
6. Definitely will

Boys

	1	2	3	4	5	6	X	N	M
5			1000				3275	2000	3.000
6		500	244			256	1376	8640	3.267
7	77	304	154	150	161	153	1873	27370	3.474
8	85	240	241	167	134	133	1320	194310	3.424
9	303	181	234	134	87	62	706	1715127	2.705
10	338	197	243	109	72	41	398	2992841	2.503
11	419	223	184	82	63	30	297	125878	2.235
12	749	96	44	66	44		190	4984	1.560

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	617			201	182		3743	10980	2.332
8	266	58	228	152	172	125	1327	113000	3.282
9	617	132	130	45	38	38	483	1791990	1.870
10	681	131	110	28	26	24	255	4046282	1.660
11	693	127	115	22	17	26	218	187666	1.622
12	723	44	207		25		208	4769	1.560

Items 342-346. What is the longest period of active duty time for which you would consider enlisting in each branch of the service? Mark your answers as follows:

342. Army

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		188	406		406		930	10640	3.624
7		333	79	505		82	2125	25160	3.419
8	173	201	216	144	100	165	1154	209290	3.292
9	346	164	246	109	73	63	759	1663850	2.587
10	379	160	257	91	67	46	446	2894011	2.445
11	375	184	251	97	48	45	306	125018	2.393
12	377	321	252			50	245	4764	2.077

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	617	201	182				3743	10980	1.566
8	549	149	20	80	99	103	1286	115060	2.340
9	774	71	76	27	21	31	546	1718853	1.541
10	819	56	68	19	12	26	297	3915761	1.426
11	821	49	74	13	12	30	268	180247	1.437
12	803	32		32	29	104	412	4078	1.766

343. Navy

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	198		198		396	208	930	10640	4.018
7	167	79	248	91	249	165	2112	25270	3.672
8	202	220	260	138	96	85	1206	204290	2.960
9	300	162	235	121	95	87	777	1647352	2.808
10	316	136	248	115	109	76	456	2874382	2.792
11	329	134	281	104	85	66	325	123185	2.682
12	370	220	297			113	245	4764	2.380

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	799		201				3743	10980	1.403
8	561	188	21	73	81	77	1239	117430	2.156
9	714	81	100	40	27	38	560	1703619	1.700
10	749	72	94	31	24	30	312	3870699	1.598
11	784	66	75	22	20	32	273	179518	1.525
12	803	32	29			136	412	4078	1.771

344. Air Force

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	614	198				188	930	10640	2.138
7		419	163	173	165	79	2112	25270	3.322
8	117	211	265	184	93	131	1166	208080	3.317
9	280	143	223	125	111	118	779	1645054	2.997
10	291	119	235	124	127	104	461	2864358	2.990
11	325	111	251	111	108	94	329	122780	2.847
12	246	266	303	70		116	245	4764	2.661

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	617			201	182		3743	10980	2.332
8	546	212	102	96	40	4	1331	112810	1.882
9	732	70	90	38	28	41	564	1699072	1.685
10	766	61	82	33	25	32	313	3867936	1.586
11	790	51	83	26	21	29	284	178037	1.525
12	803	61		32		104	412	4078	1.678

345. Marine Corps

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5			1000				3275	2000	3.000
6	208	198		396		198	930	10640	3.377
7		82	415	254	84	165	2112	25270	3.836
8	215	100	231	209	83	162	1180	206780	3.329
9	369	148	203	122	84	75	782	1642069	2.629
10	424	133	205	98	82	57	464	2859288	2.451
11	483	117	189	99	57	56	325	123139	2.297
12	482	175	222			122	245	4764	2.227

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	818	182					3743	10980	1.182
8	621	84	151	75	49	20	1284	115120	1.905
9	770	63	74	36	20	36	567	1695710	1.580
10	822	53	59	26	15	25	315	3862633	1.434
11	831	48	60	22	16	23	288	177466	1.413
12	803	64	29			104	412	4078	1.644

346. Coast Guard

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	198		614			188	930	10640	3.167
7	166	171	91	328	79	165	2112	25270	3.478
8	245	219	180	179	91	85	1214	203550	2.906
9	412	170	192	101	67	59	793	1632498	2.418
10	449	154	194	85	69	49	462	2862314	2.319
11	473	153	199	82	39	53	320	123612	2.221
12	580	300	70			50	245	4764	1.691

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	1000						3743	10980	1.000
8	583	129	93	104	52	39	1327	113010	2.029
9	810	61	56	25	17	30	572	1690735	1.468
10	858	47	45	19	9	22	314	3865588	1.338
11	869	45	41	13	14	18	286	177785	1.310
12	832	32				136	412	4078	1.712

347. How many different occupations have you seriously considered entering?

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6	198	198			396	208	930	10640	3.820
7		75	388	77	307	152	1873	27370	4.073
8	157	180	242	221	103	97	1216	203430	3.222
9	126	185	298	231	71	89	801	1625214	3.203
10	90	153	320	271	76	89	465	2856140	3.358
11	67	147	320	282	95	90	325	123187	3.460
12	75	130	227	516	26	26	303	4550	3.368

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	329	324	193	154			3012	12980	2.172
8	300	281	327	34	18	40	1205	119270	2.310
9	113	172	352	238	67	58	498	1773662	3.150
10	57	155	369	287	69	63	255	4046218	3.345
11	39	141	375	290	85	69	203	189943	3.447
12	44	172	228	404	99	52	259	4575	3.499

348. How definite is your present choice of an occupation?

1. Completely decided
2. Very definite
3. Fairly definite
4. Fairly indefinite
5. Very indefinite
6. Completely undecided

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	198		415	198		188	930	10640	3.366
7	77	81		537	73	232	1873	27370	4.144
8	151	174	172	206	30	266	1192	205640	3.589
9	106	161	351	162	89	131	826	1602870	3.359
10	85	146	384	173	92	119	476	2836006	3.397
11	89	157	367	158	107	123	331	122643	3.405
12	187	177	489	119		29	303	4550	2.655

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7		351	478			170	3012	12980	3.159
8	120	252	254	99	52	223	1163	121580	3.380
9	107	173	369	132	83	137	512	1758181	3.322
10	108	180	394	137	84	96	262	4023394	3.198
11	128	189	417	129	73	63	205	189672	3.019
12	107	270	376	125	79	44	259	4575	2.929

349. What grade were you in when you decided upon your present choice of an occupation?

1. I have not decided upon an occupation.
2. 6th grade or earlier
3. 7th or 8th grade
4. 9th grade
5. 10th grade
6. 11th or 12th grade

Boys

	1	2	3	4	5	6	X	N	M
5			1000				3275	2000	3.000
6			397		396	208	930	10640	4.414
7	152	233	223	155	84	153	1873	27370	3.245
8	190	136	323	181	75	95	1260	199430	3.099
9	209	107	305	312	33	34	836	1593958	2.955
10	227	65	166	306	220	18	487	2814070	3.280
11	214	42	112	148	259	225	333	122472	3.871
12	75	110	53	223	158	381	303	4550	4.423

Girls

	1	2	3	4	5	6	X	N	M
5			1000				5286	2060	3.000
6								0	
7	590	182	228				3743	10980	1.638
8	337	201	273	110	3	75	1244	117210	2.466
9	207	122	341	304	14	11	520	1748074	2.829
10	182	91	191	317	209	9	266	4009723	3.307
11	159	89	122	181	253	196	208	189237	3.867
12	44	125	45	203	150	433	259	4575	4.590

Items 350-355. How important will each of the following be to you in your choice of a job? Mark your answers as follows:

350. Good income to start or within a few years

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	415	198	386				930	10640	1.971
7	77	157	152	235	148	231	1873	27370	3.911
8	141	219	290	99	186	66	1377	189650	3.166
9	309	229	271	99	45	47	876	1559782	2.484
10	312	263	288	77	32	29	517	2758767	2.340
11	313	251	293	79	30	34	370	119125	2.363
12	311	165	314	181		29	338	4430	2.483

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	261	504		236			5142	8480	2.211
8	276	266	273	35	74	74	1243	117270	2.587
9	285	239	323	89	31	34	559	1704699	2.443
10	252	247	344	97	33	28	289	3939329	2.496
11	238	229	349	102	47	35	226	186486	2.594
12	146	99	327	151	181	96	259	4575	3.410

351. Job security and permanence

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	250		262		237	250	1435	8430	3.725
7	136	217	211	143	222	70	1677	29370	3.309
8	131	336	228	160	22	123	1404	187450	2.977
9	293	284	246	94	40	43	894	1545367	2.433
10	335	321	233	59	25	27	528	2738638	2.199
11	359	307	225	53	31	25	377	118506	2.165
12	308	396	165	104		27	338	4430	2.173

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	228	201	370	201			3743	10980	2.545
8	234	358	126	131		150	1241	117330	2.756
9	279	313	286	67	25	29	576	1686208	2.335
10	271	330	290	64	22	23	295	3922692	2.305
11	270	322	279	80	29	19	236	184879	2.334
12	219	296	208	52	126	98	259	4575	2.866

352. Work that seems important to me

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5		1000					3275	2000	2.000
6			198	198	396	208	930	10640	4.613
7	87	242	340	165		166	2112	25270	3.247
8	191	222	245	176	65	102	1352	191640	3.008
9	331	276	230	86	37	40	900	1540290	2.342
10	380	309	214	56	20	22	535	2727275	2.094
11	439	304	182	52	7	16	372	118958	1.930
12	497	133	247	123			338	4430	1.996

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	429	571					3743	10980	1.571
8	184	392	202	54	19	150	1246	117080	2.781
9	411	303	205	44	15	22	575	1687056	2.014
10	449	315	184	32	8	12	297	3914164	1.872
11	483	319	161	22	8	8	236	184952	1.777
12	549	381	26			44	259	4575	1.652

Note--See page D-2 (Notes To Appendix D)

353. Freedom to make my own decisions

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6			406	198		396	930	10640	4.385
7	225	233	155	77	235	76	1873	27370	3.090
8	185	226	267	122	131	70	1414	186730	2.997
9	303	256	245	106	46	44	908	1534037	2.468
10	296	294	260	91	28	30	536	2724708	2.352
11	326	274	281	81	20	19	382	118144	2.251
12	266	208	169	179	125	52	338	4430	2.845

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	410		201	389			3743	10980	2.569
8	211	289	213	134		152	1330	112860	2.881
9	284	273	283	104	30	27	581	1681048	2.403
10	252	286	291	119	31	21	302	3900312	2.456
11	265	299	258	139	22	17	239	184558	2.405
12	170	398	333	28	26	44	259	4575	2.474

354. Opportunity for promotion and advancement in the long run

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		406			198	396	930	10640	4.178
7	163	167	332	339			2112	25270	2.847
8	195	154	296	204	81	70	1405	187380	3.031
9	331	261	222	95	45	46	924	1521258	2.402
10	370	288	208	70	29	36	545	2709426	2.205
11	427	266	197	55	22	32	373	118885	2.074
12	217	387	217	48		132	338	4430	2.622

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	228	188	383		201		3743	10980	2.760
8	160	330	287	89	56	78	1239	117480	2.787
9	303	280	251	96	35	35	586	1675953	2.385
10	305	289	252	98	29	27	306	3889188	2.339
11	315	287	252	95	30	20	238	184579	2.297
12	127	269	201	250	109	44	259	4575	3.077

355. Meeting and working with sociable, friendly people

1. Extremely important	4. Neither important nor unimportant
2. Very important	5. Unimportant
3. Important	6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6			198	386	208	208	930	10640	4.425
7	165	163	250	173	83	166	2112	25270	3.346
8	177	269	237	133	136	48	1391	188520	2.926
9	282	251	245	121	51	50	930	1516014	2.557
10	293	271	261	104	34	37	549	2701431	2.428
11	313	266	241	106	38	36	380	118242	2.401
12	86	179	450	233	52		338	4430	2.987

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	429		201	370			3743	10980	2.512
8	281	213	249	138	57	62	1324	113170	2.663
9	410	270	219	60	19	23	592	1669720	2.076
10	435	275	209	49	15	16	306	3888184	1.983
11	440	278	196	60	16	10	234	185301	1.964
12	407	237	148	85		122	296	4445	2.400

Items 356-361. Imagine that you have been working for an employer for several years. How important do you think each of the following conditions would be in influencing you to quit to go to work for another employer? Mark your answers as follows:

356. If I could get better pay at another place

1. Extremely important	4. Neither important nor unimportant
2. Very important	5. Unimportant
3. Important	6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6			406	386		208	930	10640	4.009
7	253	163	335	85		164	2150	24960	2.909
8	187	193	326	144	79	72	1407	187270	2.952
9	223	215	328	124	57	54	952	1499340	2.738
10	206	221	370	117	49	38	565	2674590	2.697
11	193	199	419	105	46	38	398	116767	2.726
12	211	237	360	79	86	27	338	4430	2.674

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201	201	415		182		3743	10980	2.760
8	149	213	356	119	82	80	1364	111260	3.012
9	192	210	370	129	56	42	609	1651644	2.774
10	167	206	394	142	57	34	317	3856464	2.814
11	155	188	397	146	75	39	259	181529	2.914
12	167	179	289	209	56	99	296	4445	3.105

357. If the work was not interesting enough

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6			198			802	930	10640	5.405
7	167	82	332	252		168	2112	25270	3.341
8	133	151	298	155	168	95	1417	186450	3.361
9	210	245	286	133	62	64	962	1491940	2.782
10	247	277	299	99	42	36	572	2661928	2.519
11	309	298	266	73	24	30	400	116604	2.293
12	466	323	157	27		27	338	4430	1.853

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	228	403	182	188			3743	10980	2.330
8	91	208	338	172	56	135	1319	113420	3.298
9	239	264	308	100	46	44	621	1639734	2.584
10	271	297	301	72	31	28	323	3837042	2.381
11	268	326	289	67	24	26	269	180082	2.330
12	315	300	311	29		45	296	4445	2.235

358. If I could do more important work elsewhere

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6		198	406			396	930	10640	3.989
7	151	230	316	151	78	73	1883	27270	2.996
8	188	266	210	212	93	30	1603	173180	2.846
9	237	255	268	129	60	51	973	1483530	2.673
10	241	289	279	113	41	36	579	2650658	2.533
11	264	300	256	113	32	34	407	115983	2.453
12	350	174	158	150	111	56	338	4430	2.667

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	429	182	188			201	3743	10980	2.564
8	160	369	322	62	45	42	1565	102520	2.588
9	267	268	285	105	43	32	629	1631287	2.484
10	277	300	268	98	33	24	327	3827426	2.381
11	294	274	278	99	36	19	272	179760	2.365
12	362	223	295		48	72	296	4445	2.364

359. If I had a poor supervisor

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		198		386	208	208	930	10640	4.227
7	77	152	381	77	238	75	1873	27370	3.473
8	176	189	296	138	85	116	1625	171690	3.116
9	196	236	271	155	68	75	975	1482151	2.886
10	195	240	310	153	55	47	583	2643171	2.775
11	175	229	335	163	62	36	410	115760	2.818
12	234	161	282	167	50	106	338	4430	2.957

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201			201	188	410	3743	10980	4.403
8	184	342	153	140	78	102	1416	108850	2.891
9	232	240	300	127	56	45	634	1626165	2.670
10	227	263	306	121	45	39	329	3819512	2.609
11	198	254	311	145	62	30	283	178194	2.709
12	75	355	212	110	176	72	296	4445	3.174

360. If I didn't like my co-workers

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		208	397			396	930	10640	3.979
7	167		262	413		158	2113	25260	3.555
8	192	221	281	104	138	65	1594	173760	2.970
9	178	209	285	167	78	83	1002	1461449	3.007
10	182	229	310	163	65	52	593	2627881	2.857
11	201	221	313	162	51	51	419	115023	2.796
12	260	236	228	169	27	79	338	4430	2.705

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201		370			429	3743	10980	3.884
8	203	181	284	144	106	82	1459	106940	3.013
9	169	216	314	162	76	63	660	1601437	2.949
10	175	228	315	170	64	50	345	3774190	2.869
11	182	245	315	143	79	37	293	176835	2.802
12	103	196	316	137	128	120	296	4445	3.353

361. If I did not receive expected promotions or salary increases

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6		604		188		208	930	10640	3.207
7		252	323	175	168	82	2112	25270	3.504
8	197	160	240	240	110	52	1562	175930	3.063
9	214	231	280	138	66	70	995	1467215	2.820
10	218	257	303	129	50	43	593	2627820	2.665
11	252	265	292	121	34	37	432	113938	2.532
12	283	181	301	129	27	79	338	4430	2.674

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201		201	188	182	228	3743	10980	3.832
8	144	302	137	231	103	82	1370	110960	3.092
9	158	202	329	172	80	59	649	1611641	2.992
10	152	207	334	182	71	54	339	3791800	2.975
11	154	181	369	172	77	47	289	177317	2.981
12	174	185	158	206	206	72	296	4445	3.301

362. How many children do you expect to have after you marry?

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	208		198	208	386		930	10640	3.565
7	177	276	190	89	177	89	2395	23160	3.080
8	113	129	276	285	92	106	1428	185650	3.434
9	118	80	324	269	128	81	1008	1457390	3.452
10	95	52	337	309	141	66	610	2599596	3.546
11	86	45	383	278	144	63	426	114420	3.537
12	81	28	449	227	138	77	379	4300	3.544

Girls

	1	2	3	4	5	6	X	N	M
5			1000				5286	2060	3.000
6								0	
7		188	812				3743	10980	2.812
8	156	90	401	147	147	60	1320	113360	3.219
9	49	56	338	234	229	94	611	1649847	3.821
10	36	40	292	268	255	110	322	3841866	3.996
11	33	25	281	284	244	133	257	181885	4.080
12	77		216	455	127	125	332	4325	3.930

363. How well off financially do you hope to be in your lifetime?

1. Able to provide the necessities
2. Comfortable
3. Well-to-do
4. Wealthy
5. Very wealthy

Boys

	1	2	3	4	5	X	N	M
5		1000				3275	2000	2.000
6			812		188	930	10640	3.376
7	89	86	460	365		2379	23270	3.102
8	112	237	332	164	156	1497	180540	3.015
9	74	320	374	143	88	1020	1448973	2.850
10	45	338	425	133	59	603	2611401	2.823
11	34	326	407	169	64	428	114288	2.902
12		135	410	379	77	379	4300	3.397

Girls

	1	2	3	4	5	X	N	M
5			1000			5286	2060	3.000
6							0	
7		1000				4839	8920	2.000
8	186	234	426	101	52	1513	104630	2.598
9	67	470	338	84	41	623	1637707	2.563
10	37	506	356	72	28	325	3832493	2.547
11	39	465	375	87	35	248	183183	2.614
12	95	395	345	165		332	4325	2.578

364. How well off financially do you really expect to be in your lifetime?

1. Barely able to make a living
2. Able to provide the necessities
3. Comfortable
4. Well-to-do
5. Wealthy
6. Extremely wealthy

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	208	397				396	930	10640	3.375
7	165	334	173	328			2112	25270	2.663
8	120	173	324	241	92	50	1693	167340	3.162
9	39	141	435	267	71	47	1023	1446425	3.330
10	23	117	495	282	53	28	609	2601182	3.310
11	18	76	523	278	74	30	426	114442	3.404
12		27	421	392	86	74	338	4430	3.760

Girls

	1	2	3	4	5	6	X	N	M
5			1000				5286	2060	3.000
6								0	
7			776	224			4839	8920	3.224
8	85	311	321	146	96	40	1414	108940	2.977
9	20	155	576	192	36	21	633	1627510	3.132
10	15	135	627	188	24	10	331	3815037	3.102
11	13	116	631	203	30	7	263	180948	3.140
12	28	222	508	212	30		332	4325	2.994

365. For a man who has a wife and children, having a life insurance policy is

1. extremely important
2. very important
3. important
4. neither important nor unimportant
5. unimportant
6. not important at all

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6	198		208	188	198	208	930	10640	3.811
7	258	162	249	249		82	2112	25270	2.817
8	293	246	209	85	84	84	1534	177850	2.674
9	614	161	109	57	33	26	1059	1421267	1.811
10	734	151	66	27	11	11	634	2562024	1.465
11	777	141	56	15	5	5	452	112396	1.344
12	729	156	115				338	4430	1.386

Girls

	1	2	3	4	5	6	X	N	M
5				1000			5286	2060	4.000
6								0	
7	528		472				4839	8920	1.944
8	443	244	125	103	44	41	1522	104290	2.186
9	727	168	70	17	8	10	660	1600691	1.441
10	784	153	47	8	3	5	348	3767503	1.305
11	786	159	47	2	3	2	278	178855	1.283
12	792	178				29	293	4455	1.324

366. **Compared to your (or your future husband's) yearly salary, what is the greatest amount of life insurance you expect** (or expect him) to have within ten years after you complete high school?

1. I do not expect (or expect him) to have a life insurance policy.
2. Up to an amount equal to ½ my (his) yearly salary
3. Up to an amount equal to my (his) yearly salary
4. Up to an amount equal to twice my (his) yearly salary
5. Up to an amount equal to three times my (his) yearly salary
6. Up to an amount equal to four or more times my (his) yearly salary

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	396	198	208	198			930	10640	2.209
7	161	83	256	249	251		2112	25270	3.345
8	220	139	189	204	135	114	1626	171660	3.235
9	56	196	269	258	134	88	1273	1287557	3.483
10	39	191	299	257	123	92	808	2315363	3.510
11	34	183	334	245	100	104	608	101529	3.505
12	79	60.	508	130	30	193	376	4310	3.551

Girls

	1	2	3	4	5	6	X	N	M
5		1000					5286	2060	2.000
6								0	
7	496	280	224				4839	8920	1.729
8	169	186	253	270	79	43	1529	104000	3.035
9	40	278	295	226	87	74	898	1400067	3.263
10	27	257	341	228	82	64	530	3318892	3.274
11	30	240	330	227	104	69	487	153745	3.344
12	140	88	282	268	187	35	530	3764	3.377

Note--See page D-2 (Notes To Appendix D)

367. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him) to have in a savings account in the tenth year after you complete high school?

1. I do not expect (or expect him) to have a savings account
2. One month's salary or less
3. Up to 3 months' salary
4. Up to 6 months' salary
5. Up to 1 year's salary
6. More than 1 year's salary

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	208	198		198	396		930	10640	3.376
7	79		336	334	168	83	2112	25270	3.761
8	194	227	185	111	123	161	1596	173590	3.225
9	92	141	230	187	140	211	1304	1270343	3.774
10	63	106	208	187	179	257	843	2271243	4.083
11	71	67	153	219	210	280	634	99914	4.270
12			51	291	272	386	376	4310	4.992

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	344			656			7112	6420	2.967
8	71	198	343	114	65	209	1586	101690	3.531
9	71	125	178	169	188	270	897	1400860	4.087
10	46	95	158	190	219	293	510	3362876	4.319
11	39	72	133	209	253	295	418	161258	4.449
12	58	97	97	310	73	365	680	3428	4.336

368. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him) to have invested in securities (stocks and bonds) in the tenth year after you complete high school?

1. I do not expect (or expect him) to have invested in securities (stocks and bonds).
2. One month's salary or less
3. Up to 3 months' salary
4. Up to 6 months' salary
5. Up to 1 year's salary
6. More than 1 year's salary

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	406		208	198		188	930	10640	2.950
7	79	82	245	427		167	2112	25270	3.690
8	157	222	214	266	63	79	1725	165410	3.092
9	202	195	241	162	96	105	1345	1247929	3.069
10	236	181	226	161	93	103	884	2222032	3.003
11	245	153	215	176	107	103	670	97736	3.056
12	384	81	296	84	79	77	376	4310	2.622

Girls

	1	2	3	4	5	6	X	N	M
5						1000	5286	2060	6.000
6								0	
7	500	500					10783	4420	1.500
8	212	234	308	89	22	134	1731	96290	2.877
9	289	185	192	141	87	106	931	1376322	2.871
10	301	183	187	144	99	85	536	3305956	2.814
11	295	179	181	162	107	75	437	159074	2.835
12	378	86	62	267	174	34	485	3879	2.873

Note--See page D-2 (Notes To Appendix D)

369. Compared to your (or your future husband's) monthly salary, how much money do you expect (or expect him) to have invested in real estate? Do not include your own home.

1. I do not expect (or expect him) to have invested in real estate, other than purchasing our own home.
2. Up to an amount equal to my (his) monthly salary
3. Up to an amount equal to 3 months' salary
4. Up to an amount equal to 6 months' salary
5. Up to an amount equal to 1 year's salary
6. More than 1 year's salary

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	208	198	198	188		208	930	10640	3.197
7		161	500		171	168	2112	25270	3.684
8	314	153	167	158	142	66	1763	163140	2.860
9	319	176	192	129	76	109	1365	1237562	2.794
10	427	153	144	109	62	105	898	2204933	2.542
11	589	79	112	77	68	75	680	97132	2.179
12	707	28	60	77	81	46	376	4310	1.937

Girls

	1	2	3	4	5	6	X	N	M
5				1000			5286	2060	4.000
6								0	
7	656	344					7112	6420	1.344
8	176	271	205	109	47	192	1786	94380	3.156
9	494	177	115	73	58	83	943	1367937	2.273
10	594	131	93	66	51	66	547	3283212	2.045
11	646	110	84	52	50	59	442	158541	1.927
12	598	86	178		139		440	3999	1.996

370. Which one of the following tells best how you expect to pay for things you buy after you have started to earn a living?

1. I expect always to pay cash for everything I buy.
2. I expect to pay cash for everything except large purchases, such as a house, a car, etc.
3. I expect to make large purchases (house, car, etc.) and some smaller purchases on the installment plan.
4. I expect to buy many things on the installment plan.
5. I expect to buy almost everything (except needs such as food, rent, etc.) on the installment plan.

Boys

	1	2	3	4	5	X	N	M
5					1000	3275	2000	5.000
6	614		198		188	930	10640	2.148
7	241	169	175	247	168	2112	25270	2.931
8	255	304	141	197	103	1658	169570	2.589
9	219	444	168	110	59	1250	1300694	2.346
10	220	525	146	77	32	792	2335229	2.176
11	274	558	86	53	30	575	103614	2.007
12	333	528	138			408	4210	1.805

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6							0	
7		298	373	329		6762	6710	3.031
8	257	330	203	141	69	1923	89970	2.436
9	196	585	126	61	33	852	1435279	2.150
10	171	623	133	54	19	470	3454632	2.126
11	176	633	135	46	11	362	167837	2.082
12	114	667	30	156	33	440	3999	2.326

Note--See page D-2
(Notes To Appendix D)

371. Which one of the following statements tells best what you do about saving?

1. I save every cent I can, even if I have to do without some things I want.
2. I save whatever remains after I have bought most of the things I want.
3. I save a definite amount and spend whatever remains.
4. I save only after I have bought everything I want.
5. I save little or nothing.

Boys

	1	2	3	4	5	X	N	M
5	1000					3275	2000	1.000
6	198	406	396			930	10640	2.197
7	184	177	460	92	86	2395	23160	2.719
8	121	328	262	196	93	1798	161090	2.814
9	144	369	288	122	78	1295	1275186	2.620
10	131	418	302	99	50	818	2301759	2.520
11	71	499	285	101	44	603	101812	2.548
12	50	633	260	57		408	4210	2.324

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6							0	
7	298	329		373		6762	6710	2.447
8	202	418	127	98	154	2065	85800	2.584
9	160	373	307	81	78	872	1419759	2.544
10	127	399	337	65	71	488	3413348	2.554
11	106	423	336	75	60	385	165009	2.560
12	86	583	222	30	80	440	3999	2.436

372. Which one of the following statements tells best what you expect to do about saving for the first 5 years after you start to earn a living?

1. I expect to save every cent I can, even if I have to do without some things I need.
2. I expect to save whatever remains after I have bought most of the things I want.
3. I expect to save a definite amount and spend whatever remains.
4. I expect to save only after I have everything I want.
5. I don't expect to save very much when I start earning a living.
6. I do not expect to save anything.

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	198	406				396	930	10640	3.384
7	187	443	189		180		2395	23160	2.543
8	138	285	209	175	90	103	1655	169770	3.102
9	171	321	314	106	53	35	1315	1264351	2.656
10	164	362	336	75	43	20	836	2279471	2.531
11	120	400	353	65	49	14	609	101467	2.565
12	195	334	386	29	57		408	4210	2.419

Girls

	1	2	3	4	5	6	X	N	M
5						1000	5286	2060	6.000
6								0	
7				702		298	6762	6710	4.596
8	210	309	225	88	23	145	1842	92530	2.842
9	189	290	414	56	37	14	908	1392855	2.505
10	156	297	461	41	35	9	513	3355689	2.529
11	125	309	480	41	37	9	418	161204	2.582
12		584	363			53	521	3786	2.575

Note--See page D-2 (Notes To Appendix D)

373. Among the following, what is the one most important thing for which you are now saving?

1. College
2. Marriage
3. A car
4. Clothes or recreational equipment
5. Something not listed above
6. I am not saving now.

Boys

	1	2	3	4	5	6	X	N
5			1000				3275	2000
6			604			396	930	10640
7	89	177	468	175	91		2395	23160
8	148	205	226	203	123	94	1689	167640
9	288	129	255	102	111	115	1315	1264126
10	384	87	244	70	111	104	837	2278468
11	511	61	162	64	94	108	636	99776
12	645	50	157	29	62	57	408	4210

Girls

	1	2	3	4	5	6	X	N
5						1000	5286	2060
6								0
7	373		627				6762	6710
8	192	257	152	97	118	184	2028	86840
9	288	117	74	155	128	238	900	1398579
10	312	107	60	147	147	227	509	3364379
11	387	90	40	135	129	219	400	163236
12	668		32	98	85	118	521	3786

374. Among the following, what is the one most important thing for which you expect to save after completing your education?

1. A house or furniture
2. A car
3. Investment
4. Marriage and family
5. Something not listed above
6. I do not expect to save.

Boys

	1	2	3	4	5	6	X	N
5		1000					3275	2000
6	406		188			406	930	10640
7	272	366	180			181	2395	23160
8	201	163	185	204	192	54	1684	167900
9	215	146	133	299	151	55	1327	1257397
10	213	110	111	384	150	32	853	2258879
11	210	88	87	435	159	22	639	99587
12	229	32	86	487	167		453	4080

Girls

	1	2	3	4	5	6	X	N
5					1000		5286	2060
6								0
7		298		329		373	6762	6710
8	299	117	89	308	92	94	1854	92130
9	196	83	58	444	176	43	926	1379678
10	175	79	47	500	172	28	527	3325129
11	171	78	43	518	173	17	430	159860
12	286	32		431	251		521	3786

Note--See page D-2 (Notes To Appendix D)

APPENDIX E

ESTIMATED PERCENTAGE DISTRIBUTIONS OF SELECTED SCHOOL CHARACTERISTICS

For Public Secondary Schools in Various Categories

Table No.	Abridged Title	Page
E-1	Types of Residences Served	E-2
E-2	Type of Area Served	E-3
E-3	Minority Group Students	E-4
E-4	Male Teachers' Starting Salary	E-5

Table E-1

Estimated** Percentage Distribution of Types of Residences Served
(For Public Secondary Schools in Various Categories)

			Non-Vocational Schools	
	Vocational Schools	Large Cities	Other	
			Southeast	NE & W
Type of Residence — Tax.Gr.*→	(10)	(21-22) (31-32)	(51-54)	(41-44) (61-64)
Low-cost homes	21.9	7.2	33.0	26.2
Low-rent apartments	1.5	1.4	--	0.4
Low-income areas	6.6	19.3	21.3	7.4
Moderate-priced homes	45.6	55.1	39.8	59.8
Moderate-rent apartments	--	1.6	--	0.4
Expensive private homes	--	5.2	--	1.1
High-rent apartments	--	3.3	0.4	--
Equally apartments and homes	12.2	6.4	1.9	2.0
No estimate available	12.2	0.5	3.6	2.7
Total	100.0	100.0	100.0	100.0
Approximate number of TALENT schools	35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)

Table E-2

Estimated** Percentage Distribution of Type of Area Served (For Public Secondary Schools in Various Categories)

		Non-Vocational Schools		
			Other	
Tax.Gr.*→	Vocational Schools (10)	Large Cities (21-22) (31-32)	Southeast (51-54)	NE & W (41-44) (61-64)
Type of Area				
Urban Residential	1.0	39.3	3.3	5.4
Urban Industrial	21.5	7.5	1.2	0.5
Urban Commercial	1.5	1.0	--	0.4
Suburban Residential	10.0	17.8	4.3	7.3
Suburban Industrial	10.0	--	1.9	2.1
Suburban Commercial	--	3.0	0.4	0.2
Scattered over city (greater than 5000)	21.0	14.9	12.6	7.8
Small town (less than 5000)	25.0	3.0	18.6	33.2
Rural--farm	--	--	52.9	38.6
Other	--	13.1	3.6	2.9
No estimate available	10.0	0.4	1.2	1.6
Total	100.0	100.0	100.0	100.0
Approximate number of TALENT schools	35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)

Table E-3

Estimated** Percentage Distribution of Percentage of Minority Group Students
(For Public Secondary Schools in Various Categories)

	Latin-American				Negro			
		Non-Voc Schools				Non-Voc Schools		
	Voc. Schls.	Large Cities	Other		Voc. Schls.	Large Cities	Other	
			SE	NE & W			SE	NE & W
Tax.Gr.* →	(10)	(21-22) (31-32)	(51-54)	(41-44) (61-64)	(10)	(21-22) (31-32)	(51-54)	(41-44) (61-64)
%								
None	46.8	40.7	89.4	66.0	31.9	35.5	70.7	71.4
0-9%	43.7	51.4	9.7	27.6	57.6	26.6	3.3	23.2
10-19%	2.5	6.5	--	3.0	3.5	7.5	1.3	2.6
20-29%	3.0	0.5	--	0.6	3.5	11.1	--	0.2
30-39%	2.0	0.9	--	0.6	1.5	0.9	--	0.2
40-49%	0.5	--	--	0.6	1.5	0.5	--	--
50-59%	1.5	--	--	0.8	0.5	--	--	--
60-69%	--	--	--	0.2	--	--	--	0.2
70% +	--	--	0.9	0.6	--	17.9	24.7	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Approximate number of TALENT Schools	35	108	212	467	35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)

Table E-4

Estimated** Percentage Distribution of Male Teachers' Starting Salary (For Public Secondary Schools in Various Categories)

			Non-Vocational Schools		
		Vocational Schools	Large Cities	Other	
				Southeast	NE & W
Salary	Tax.Gr.*→	(10)	(21-22) (31-32)	(51-54)	(41-44) (61-64)
$5000 or more		--	5.9	--	0.9
$4500-5000		42.5	22.7	0.4	6.8
$4000-4500		46.0	49.1	0.4	53.4
$3500-4000		11.5	13.9	10.4	24.6
$3000-3500		--	8.4	34.0	13.5
$2500-3000		--	--	47.7	--
$2000-2500		--	--	7.1	0.4
$1500-2000		--	--	--	--
$1000-1500		--	--	--	0.4
Under $1000		--	--	--	--
Total		100.0	100.0	100.0	100.0
Median		$4418	$4282	$2950	$4104
Approximate number of TALENT schools		35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)