Section on a specific subject from:

DATABOOK OF HAPPINESS

A complementary reference work to
Conditions of Happiness

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C 1 COGNITION

C 1.1 Conceptual differentiation and categorization styles

C 1.2 Field dependence

C 1.3 Intelligence. . . . . see also E 1.1.1, E 1.2.2

C 1.4 Rigidity

C 1.5 Various cognitive characteristics . . . . . see also A 2.2.19, P 1.9

C 1.1 - CONCEPTUAL DIFFERENTIATION AND CATEGORIZATION STYLES

OBJECT SORTING ABILITY (broad equivalence range)	Clayton & Jackson Object Sorting Test, asking subjects to sort 50 objects in logical order, scored for number of groups formed (see Clayton & Jackson, 1961)	AFF 3.1	r_{pm}	+.16		ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	+.00		ns		
OBJECT SORTING ABILITY (compartmentalization style)	Clayton & Jackson Object Sorting Test, scored for number of objects left ungrouped (see Clayton & Jackson, 1961)	AFF 3.1	r_{pm}	+.07		ns	See above	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	+.02		ns		
NATION SORTING ABILITY	Scott Nation Sorting Test, asking subjects to sort 28 countries in logical order, scored for number of groups formed (see Scott, 1962)	AFF 3.1	r_{pm}	+.06		ns	See above	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	-.09		ns		
NATION SORTING ABILITY	Scott Nation Sorting Test, scored for number of countries left ungrouped (see Scott, 1962)	AFF 3.1	r_{pm}	-.01		ns	See above	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	-.08		ns		
CATEGORY WIDTH	Pettigrew Category Width Test, asking subjects to choose estimates of the largest and smallest values of a given object of known average value (see Pettigrew, 1958)	AFF 3.1	r_{pm}	+.11		ns	See above	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	+.00		ns		
LANGUAGE FACILITY	Advanced Vocabulary Test V-4; a multiple choice questionnaire scored for the number of words correctly matched (see French et al., 1963)	AFF 3.1	r_{pm}	+.16		ns	See above	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	+.07		ns		
MOOD WORD FLUENCY	Assessment of mood repertoire using the number of words mentioned in three minutes	AFF 3.1	r_{pm}	+.12		ns	See above	GORMA 71 p. 215/218
		HAPP 3.1	r_{pm}	+.01		ns		

C 1.2 - FIELD DEPENDENCE

FIELD INDEPENDENCE	Hidden Figures Test - Cf-1; a 16-item multiple choice test asking which one of five simple figures was embedded in a given complex figure, scored for number of simple figures correctly identified	AFF 3.1	r_{pm}	+.14		ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 215/216
		HAPP 3.1	r_{pm}	+.09		ns		

	(part of Kit of Reference Test for Cognitive Factors; see French et al., 1963)							Undergraduate students, U.S.A. (see last page)	GORMA 71 p. 215/216
FIELD DEPENDENCE	Number of items on the Hidden Figures Test - Cf - 1 which were attempted incorrectly (see above)		AFF 3.1 HAPP 3.1	r_{pm} r_{pm}	-.17 -.19		ns ns	See above	GORMA 71 p. 215/216
FIELD INDEPENDENCE	Hidden Patters Test - Cf - 2, asking to check the instances in which 200 complex figures contained a given simple figure (part of Kit of Reference Test for Cognitive Factors; see French et al., 1963)		AFF 3.1 HAPP 3.1	r_{pm} r_{pm}	+.23 +.24		ns 05	See above	GORMA 71 p. 215/216
C I.3 - INTELLIGENCE	see also 'Level of Education' (E 1.1.1), and 'School Ability' (E 1.2.2)								
INTELLIGCENCE	Experimental test containing paired words of opposite meaning, and reconstructing disarranged sentences		AFF 5.3	r_{pm}	+.20			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
INTELLIGENCE	Otis S-A test of mental ability	Unaffected by sex	COMP 4.1	r_{pm}	-.04		ns	Graduate students of education, U.S.A. Non-probability chunk sample	WATSO 30 p. 88/89
		Males only	COMP 4.3	r_{pm}	-.04		ns	N: 388, date: —	
		Unaffected by sex males: $r = -.03$ females: $r = -.09$	AFF 1.3	r_{pm}	-		ns		
INTELLIGENCE	Those below vs those above the 75th percentile of college students in the Ohio State University Psychological Examination - Form 17	Stronger among freshmen Lower among juniors L-shaped curve: significant among unhappy students only	COMP 2.2		+		s	Female college students, New York, U.S.A. Type of construction unclear N: 238, date: —	WASHB 41 p. 283
INTELLIGENCE	Quick Test of Intelligence (see Amons & Amons, 1962)	Happiness was measured in each of the 3 interview waves. The following associations are reported: intell. (t_1) x hap. (t_1): $r = -.00$ intell. (t_1) x hap. (t_2): $r = -.00$ intell. (t_1) x hap. (t_3): $r = -.02$	COMP 1.2	r_{pm}	$\pm$ 0		ns	Public highschool boys, U.S.A. Probability multi stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969, date: fall, 1966; spring, 1968 and spring, 1969	BACHM 67/70 p. 209
SELF-PERCEIVED SCHOOL ABILITY	3-item index of closed questions on self-perceived ability, intelligence, and reading ability compared with other boys of the same age		COMP 1.2	r_{pm}	+.12		01	See above	BACHM 67/70 p. 242
INTELLECTUAL ABILITY AT COLLEGE ENTRANCE	Scholastic aptitude score (S.A.T.)		AFF 3.1	r_{pm}	+.12	t	ns	Male college students, U.S.A. Non-probability chunk sample N: 17, date: $\pm$ 1960	WESSM 66/2 p. 123
INTELLECTUAL ABILITY AT COLLEGE ENTRANCE	Mathematical aptitude score (M.A.T.)		AFF 3.1	r_{pm}	+.17	t	ns	See above	WESSM 66/2 p. 123
ACADEMIC STATUS	S.A.T.-verbal score in the form of local percentile rank	Analysis on the basis of a comparison of happy and unhappy students (resp. 120 males, 157 females and 154 males, 94 females: N = 525) Unaffected by sex and stage of study	AFF 2.1	DM	$\pm$ 0	t	ns	Undergraduate full-time college students, U.S.A. Non-probability chunk sample N: 952, date: March, 1965	CONST 65 p. 68

INTELLIGENCE	Four subtests of the Wechsler Adult Intelligence scale (see Wechsler, 1955)		HAPP 3.1	r	+.05			People of 46 and over, Duke, U.S.A. Probability, systematic random sample, stratified by age and sex N: 502, date: 1968	PALMO 72 p. 70
IQ	Data obtained from hospital records	Open ward: r = +.04 (ns) Closed ward: r = -.16 (ns)	AFF 5.1	r_{pm}			ns	Institutionalized mentally retarded males, U.S.A. Non-probability chunk sample N: 149, date: —	PANDE 71 p. 329

C I.4 - RIGIDITY

RIGIDITY	Breskin 15-item Rigidity Test, scored for the number of pairs out of 15 pairs in which the 'good fit' figure was chosen (see Breskin, 1968)		AFF 3.1 HAPP 3.1	r_{pm} r_{pm}	-.45 -.15		01 ns	Undergraduate students, U.S.A. Non-probability chunk sample N: 67, date: summer, 1970	GORMA 71 p. 215/216
RIGIDITY	Barron-Welsh Art Scale, scored for the number of unusual figures selected out of a set of figures differing in complexity, shading and symmetry (see Barron & Welsh, 1952)		AFF 3.1 HAPP 3.1	r_{pm} r_{pm}	+.08 -.22		ns ns	See above	GORMA 71 p. 215/216
RIGIDITY	Barron-Welsh Art Scale, Forced Choice Form, scored for the number of pairs out of 20 pairs in which the more elaborate figure was chosen (Figure Choices Test, see Messick & Kogan, 1965)		AFF 3.1 HAPP 3.1	r_{pm} r_{pm}	+.16 -.15		ns ns	See above	GORMA 71 p. 215/218

C I.5 - VARIOUS COGNITIVE CHARACTERISTICS

see also 'Types of Affect: Thought Processes' (A 2.2.19) and 'Various Personality Traits during Childhood' (P 1.9)

QUICKNESS OF APPREHENSION	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r_{pm}	+.52			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
QUICKNESS OF APPREHENSION	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r_{pm}	+.42			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
PROFOUNDNESS OF APPREHENSION	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r_{pm}	+.48			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
PROFOUNDNESS OF APPREHENSION	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r_{pm}	+.20			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
SOUNDNESS OF COMMON SENSE	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r_{pm}	+.47			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
SOUNDNESS OF COMMON SENSE	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r_{pm}	+.24			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26

ORIGINALITY OF IDEAS	Class-master rating on a 7-point scale on the basis of observation		AFF 5.3	r_{pm}	+.57			Schoolboys, England Non-probability chunk sample N: 140, date: 1912 - 1913	WEBB 15 p. 27
ORIGINALITY OF IDEAS	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r_{pm}	+.43			Male students, England Non-probability chunk sample N: 194, date: 1912 - 1913	WEBB 15 p. 26
POWER OF GETTING THROUGH MENTAL WORK RAPIDLY	Trained peer rating on a 7-point scale on the basis of observation		AFF 5.2	r_{pm}	+.37			See above	WEBB 15 p. 26
VOCABULARY LEVEL	General Aptitude Test Battery - Part J: Vocabulary (GATB-J; see Super, 1957)		COMP 1.2	r_{pm}	+.02		ns	Public high school boys, U.S.A. Probability multi-stage sample N: 2213 in 1966, 1886 in 1968 and 1799 in 1969 date: fall, 1966, spring, 1968 and spring 1969	BACHM 67/70 p. 242
READING COMPREHENSION ABILITY	Test of Reading Comprehension (see Gates, 1958)		COMP 1.2	r_{pm}	+.02		ns	See above	BACHM 67/70 p. 242
NUMBERING SPEED	Time necessary to number backwards from 100 to 1		AFF 6	r_{pm}	+.02		ns	Female undergraduates, U.S.A. Random sample N: 72, date: —	LUDWI 71/75 p. 64
ENCOUNTERED NEW STIMULATING IDEAS	Closed question; during last few weeks	Index of Positive Affects: G = +.22 Index of Negative Affects: G = +.08	AFF 2.3	G				Employed males, England Non-probability purposive quota sample N: 192, date: —	PAYNE 74 p. 17
SPEECH	Ratings by 2 experienced staff members on a 7-point scale, ranging from 'talks unintelligible' to 'talks well'	Open ward : r = -.00 (ns) Closed ward: r = -.08 (ns)	AFF 5.1	r_{pm}	-		ns	Institutionalized mentally retarded males, U.S.A. Non-probability chunk sample N: 149, date: —	PANDE 71 p. 329
BEING RETARDED	Normal vs retarded children (see sample construction in excerpt, Part II)	males only: - in class situation: - first judge : sign. at .02 - second judge: sign. at .001 - at recess: - first judge : sign. at .10 - second judge: sign. at .01	AFF 5.1		+	Chi^2	s	Mentally retarded and normal children, U.S.A. Probability sample and non-probability purposive sample N: 80, date: —	CAMER 73/3 p. 211
		almost all of the variance contributed by the males	AFF 5.3	F	+4.38		04		