

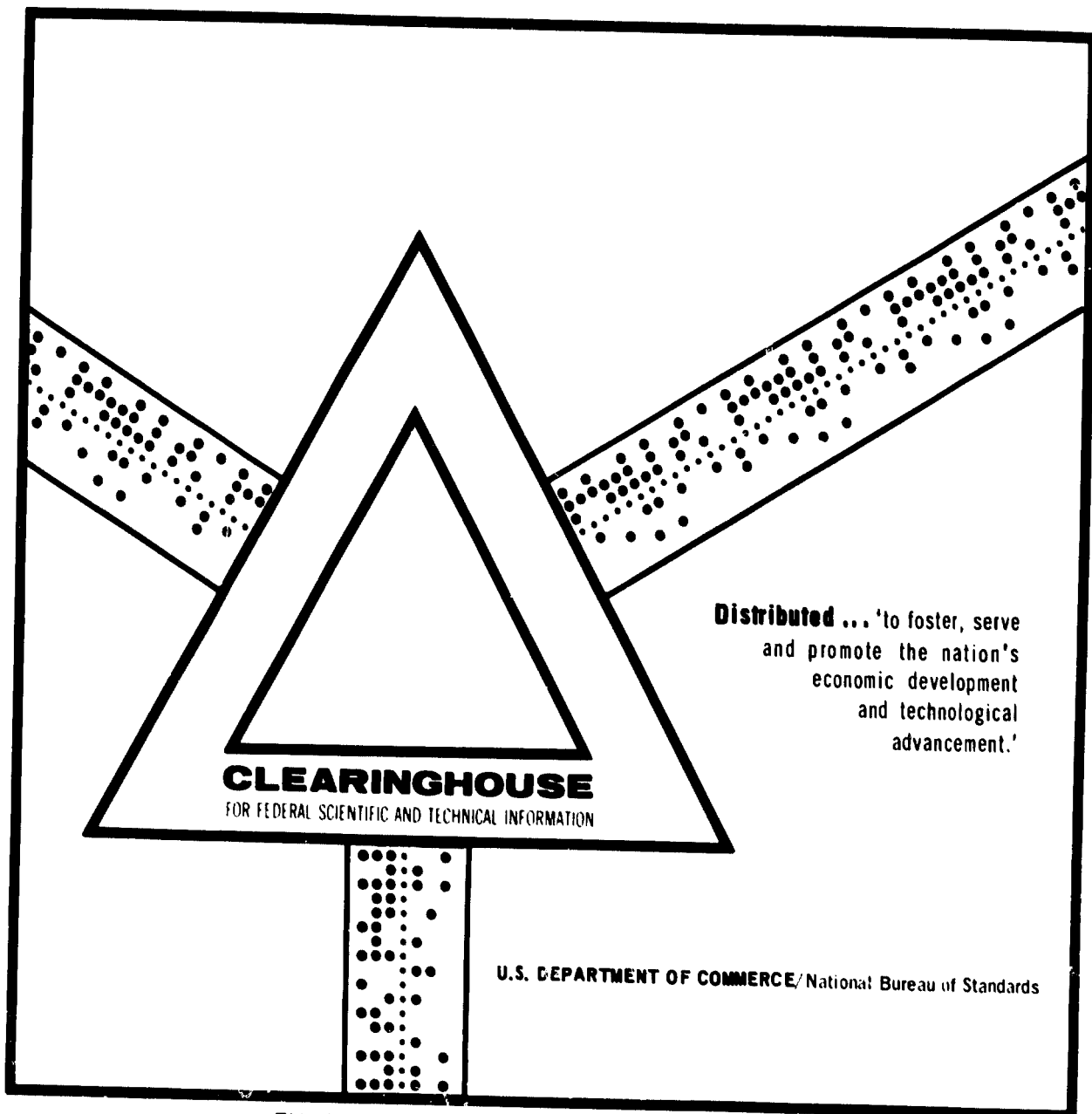
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BIOGRAPHICAL DIFFERENCES BETWEEN NAVY  
RECRUITS GROUPED BY MENTAL LEVEL, RA-  
CIAL IDENTIFICATION AND CAREER INTENTION

Charles H. Cory

Naval Personnel and Training Research Laboratory  
San Diego, California

February 1970



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FEBRUARY 1970

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MENTAL LEVEL, RACIAL IDENTIFICATION AND CAREER INTENTION

Charles H. Cory

February 1970

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Naval Personnel and Training Research Laboratory  
San Diego, California 92152

A LABORATORY OF THE BUREAU OF NAVAL PERSONNEL

## SUMMARY AND CONCLUSIONS

### A. Problem and Requirements

This study is part of a larger research effort designed to (a) provide instruments for identifying the aptitudes and abilities most useful to the Navy in Mental Level IV personnel, and (b) identify the duties most likely to be successfully performed by such personnel.

### B. Background

The present report provides an interim analysis of one of the experimental instruments--a biographical information form--developed for predicting effectiveness of Mental Level IV men. Inasmuch as the Biographical Information Form (BIF) covers various aspects of vocational, academic, recreational and life history information of intrinsic interest to those concerned with the utilization of Mental Level IV personnel, this preliminary presentation of demographic-type findings has been prepared. The utilization of these data for their primary purpose, improved prediction of Category IV performance, will be covered in later reports.

### C. Approach

An experimental 183-item U.S. Navy Biographical Information Form was administered to 6,190 incoming naval recruits at the Naval Training Center, San Diego in the spring of 1968. Correlation coefficients were computed between each item response and mental level. The correlation coefficients for the questions were classified by magnitude and by question content and a detailed analysis was made for each question significantly correlated with mental level. In addition, specific samples were drawn from the total group based on (a) Negro/non-Negro race memberships, (b) reenlistment intentions, (c) desire for jobs of responsibility and (d) attitudes toward Navy training. Similar correlational analyses were performed on the specific samples.

### D. Findings

1. Although correlations between the biographical question responses and mental level were significant at the .001 level for 163 questions, the correlations were, in general, quite low (pages 2, 3 and 4).

2. The area of academic experiences, attitudes, and aptitudes showed the highest associations with mental level. Other areas with greater than average associations were comparisons with peers, attitudes toward self and others, and race relationship, social ecology and socioeconomic status (page 4).

3. Areas with large numbers of questions which had low or nonsignificant correlations with mental level were mechanical and technical activities, teenage and adult social experiences, and work experiences. Their low relationship with mental level would make these three areas the most promising sources of questions for possible addition to present selection instruments (page 4).

4. The specific subsamples differed markedly in the number of question responses deviating significantly from those of the total group. The greatest differences were for the Negro group, but substantial differences also existed for the group interested in reenlistment (pages 6, 7, 19 and 20).

5. Differences between the total group and the Negro and potential reenlistees groups were so substantial as to suggest the use of those characteristics as moderator variables during the performance validation studies yet to be carried out with the Biographical Information Form (pages 7 and 10).

REPORT USE AND EVALUATION

Feedback from consumers is a vital element in improving products so that they better respond to specific needs. To assist the Chief of Naval Personnel in future planning, it is requested that the use and evaluation form on the reverse of this page be completed and returned. The page is preaddressed and franked; fold in thirds, seal with tape, and mail.

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## CONTENTS

	Page
Summary and Conclusions . . . . .	iii
A. BACKGROUND AND PURPOSE . . . . .	1
B. PROCEDURES . . . . .	1
C. RESULTS AND DISCUSSION . . . . .	2
1. Comparison of Item Responses by Relationship with Mental Level and Content Area . . . . .	2
2. Major Differences in Biographical Characteristics Between the Mental Level Groups . . . . .	4
3. Analysis of Questions for which the Phi Coefficients for Specific Groups were Significantly Different from Those for the Total Group . . . . .	6
a. The Negro Group . . . . .	7
b. The Group who Planned to Reenlist in the Navy . . . . .	9
D. CONCLUSIONS . . . . .	10
References . . . . .	10
Appendices . . . . .	11
A. Tables . . . . .	11
B. U. S. Navy Biographical Information Form . . . . .	21

## TABLES

1. Frequencies of Items in Each Content Area of the BIF Classified by Magnitude of Correlation with Mental Level. . .	3
2. Differences in Biographical Characteristics Between Category IV and Category I-III Groups Classified by Discrimination Level . . . . .	11
3. Phi Coefficients for the Undifferentiated and Specific Groups for Questions in which the Differences Between Groups were Significant . . . . .	19

# BIOGRAPHICAL DIFFERENCES BETWEEN NAVY RECRUITS GROUPED BY MENTAL LEVEL, RACIAL IDENTIFICATION AND CAREER INTENTION

## A. BACKGROUND AND PURPOSE

In 1967, the Naval Personnel Research Activity, San Diego was given the mission of investigating the abilities and characteristics of low mental level enlisted men (those scoring between the 10th and 30th percentiles, inclusive, on the Armed Forces Qualification Test [AFQT]). These men are defined as Mental Group IV's and are referred to informally as Category IV personnel. As a part of the study, an extensive set of experimental tests was constructed and administered to samples consisting of the typical input into the Naval Training Center, San Diego. During the testing period, about 18 percent of the enlisted input were Mental Level IV's.

An important part of the study was the investigation of biographical variables which might distinguish this low-scoring group of individuals from men having higher AFQT scores. It was felt that such information would be useful for increasing understanding of these groups and for suggesting hypotheses of potential value in developing additional predictors of performance in the lower group.

## B. PROCEDURES

The U.S. Navy Biographical Information Form (BIF) was constructed for this purpose. It consisted of 183 questions which dealt with familial and social circumstances, parental characteristics, social and developmental experiences, academic accomplishments and preferences, and work experiences, goals and expectations. The questions were drawn from several sources, including the Kelley Activity Preference Report (Kelley, 1957), the interest in school, self concept and control of environment scales of the Coleman Report (Coleman, et al, 1966), and the United States Navy Personal Background Questionnaire (Curtis, 1968). In addition several questions were developed specifically for the questionnaire.

The BIF was administered to incoming recruits at the Naval Training Center, San Diego, from 12 February to 5 April 1968. Men who were directly procured for the Steward rating were eliminated from the sample before the analysis. Most of these men were from the Philippines or Guam and consequently could be expected to have greatly different family, social, educational and vocational backgrounds. The final sample contained 1,150 Category IV's and 5,040 Category I's through III's. This sample had a smaller proportion of Category III's than has been characteristic of Navy enlisted groups for the past few years and was negatively skewed and bi-modal. Therefore, assuming linearity of regression, differences between Category IV's and the controls in this

sample would be expected to be somewhat exaggerated over such differences in a sample more representative of the input prior to the initiation of Project 100,000.

For each question, the frequencies of respondents were set up into a series of two-by-two tables, using mental level as one dimension and answers to the question as the other. For the first two-by-two table for a particular question, the persons selecting Answer A on the question were separated from those who selected any of the other answers to the question. For the second two-by-two table, those selecting Answers A and B were compared with those who had selected any other answer to the question, and so on. If one of the alternatives was "I don't know," an additional series of two-by-two tables was formed omitting the "I don't know" alternative and going through the same series of comparisons. Thus the first of the additional two-by-two tables would contrast the frequencies of those selecting Answer A with those selecting any of the other answers except "I don't know"; the second additional table would contrast those selecting Answer A or B with the persons selecting any other answer except the "I don't know" answer, etc. For each two-by-two table, chi square and phi coefficients were computed and the value of the highest chi square coefficient for the question was compared with the value required for significance.

Because of the large frequencies in each subgroup, nearly all of the items yielded coefficients significant at the .01 level; however, in order to focus the analysis upon reliable differences between the groups and not simply upon statistical artifacts of the sample size, the .001 level of significance was selected. Therefore, all questions having two-by-two tables with chi square values which were significant at the .001 level were selected for further analysis. For these questions further comparisons were made using the corresponding phi coefficients.

### C. RESULTS AND DISCUSSION

#### 1. Comparison of Item Responses by Relationship with Mental Level and Content Area

Table 1 presents the frequencies of the questions for which the differences in patterns of answers for the Category IV and non-Category IV recruits were highly significant, grouped by size of the absolute magnitude of the phi coefficient. The limits for the magnitudes of phi coefficients which were required for inclusion in each of the categories were (1) .300 or above, (2) .200 to .299, (3) .100 to .199, (4) .043 to .099, and (5) lower than .043. The lower limit of the fourth category was set at the size of phi coefficient required for a chi square value to be significant at the .001 level.

Because of the inequalities of the marginal distributions, the maximum attainable value of the phi coefficient was frequently little greater than .500. Therefore, the relatively small magnitude of phi coefficient

TABLE 1

Frequencies of Items in Each Content Area of the BIF Classified  
by Magnitude of Correlation with Mental Level

Content Area	Total	Phi Correlation Coefficient (Absolute Value)				
		.300 or above	.200-.299	.100-.199	.043-.099	Less than .043 <sup>a</sup>
1. Parental characteristics	5		5			
2. Racial characteristics, social ecology and socioeconomic status	11		2	3	5	1
3. Childhood and adolescent experiences, and attitudes	4			2	1	1
4. Work experiences, characteristics, and attitudes	31		1	8	18	4
5. Attitude toward the Navy	2			2		
6. Academic experiences, attitudes, and aptitudes	51	4	19	20	7	1
7. Teenage and adult social and organizational attitudes and experiences	29			6	18	5
8. Mechanical and technical activities	17		1	7	5	4
9. Attitudes toward self and others	12		3	6	2	1
10. Comparison with peers in social, mechanical and academic activities	21		1	10	7	3
Total	183	4	27	69	63	20
		(1)	(2)	(3)	(4)	(5)

<sup>a</sup>Not significant at the .001 level

probably represents a considerably higher relationship which would have obtained if the sizes of the Category IV and the Category I-III subgroups had been approximately the same.

In addition, the questions were classified into ten categories based upon their manifest content. Table 1 also presents the ten content classification categories together with the frequencies of questions in each content category when classified by the magnitude of the phi coefficient associated with the question. The content area which had the greatest association with mental level was academic experiences, attitudes and aptitudes. Other areas having relatively greater associations with mental level were comparison with peers, attitudes toward self and others, and racial characteristics, social ecology and socioeconomic status. Areas with large numbers of questions which had low or nonsignificant correlations with mental level were mechanical and technical activities, teenage and adult social experiences, and work experiences.

Two different strategies could be used in administering additional selection instruments to Category IV enlisted men should they be developed as a result of this series of studies. The tests could be administered to the entire population of new recruits or their administration could be limited to Category IV's. If the tests were administered to the entire population, they would need to account for a significant amount of criterion variance independent of the variance which was accounted for by the other elements in the selection battery. To provide the greatest opportunity to the Category IV groups, the selection instruments should not correlate with the mental level of the recruit, or should have a very low correlation with it.

If the predictor were developed to be administered separately to Category IV's only, the differences between the predictor inter-correlations and predictor-criterion correlations for the Category IV group and those for the Category I-III group would not directly lower the accuracy of the prediction equation for the Category IV's since the equation would be based on the relationship among predictors and criteria which were specific to that group. However, in this case also, independence of the new predictors from the present predictors would be advantageous.

Therefore, both testing strategies favor the use of selection instruments which are relatively independent of mental level. Consequently those sections of the questionnaire which cover mechanical and technical activities, teenage and adult social experiences and work experiences appear to be potentially the most fruitful sources of additional predictors of job performance.

## 2. Major Differences in Biographical Characteristics Between the Mental Level Groups

This section of the report presents a brief overview of the major differences in biographical characteristics between the two mental levels.

More detailed presentation of the differences is provided in Table 2 in Appendix A. Additionally, a copy of the BIF is included in Appendix B.

Category IV's had parents who were less well-educated and less affluent. The group contained proportionately more Negroes, Mexican-Americans and tropical islanders. Their families were larger and more frequently were located in small towns or farms. There seem to have been few differences between the groups in the happiness of their childhood, and in fact Category IV's reported smoother relations with their parents and more unhappiness upon leaving them than did the controls.

Expectations of the Category IV's relative to employment and income were lower than those of controls. The Category IV's reported less employment, less satisfaction on the part of their bosses and greater experience with relatively menial and routine types of positions. In their attitude toward the Navy, the Category IV's more frequently indicated an intention to reenlist and were more impressed with the variety and travel aspects of Navy life and less with the opportunities for training than were the controls.

With the exception of a few applied coursework courses, such as agriculture and auto shop, controls reported greater incidence of taking and liking courses of all types. Controls also did better in all of their courses, with the greatest differences between the groups occurring for the courses commonly thought to make high intellectual demands, such as trigonometry, languages and general science.

In their social activities, controls were associated with more positions of leadership, and greater participation in extra-curricular activities such as hobbies, music and club and church activities. Similar differences distinguished the groups in their mechanical and technical activities. Many of the activities participated in more frequently by the controls required substantial sums of money; therefore the controls, having relatively greater affluence, might be expected more frequently to develop an interest in the activity.

There were sharp differences in attitudes between the two groups, with the Category IV's more frequently taking a cautious approach toward life and activities, and believing that luck was more important to success than ability. On the other hand the controls more frequently indicated willingness to regulate their work effort to the difficulty of the task and more frequently believed in the responsibility of individuals for their success or failure. In their evaluating themselves in relation to their peers, the controls believed themselves to be superior in nearly every type of academic and technical activity listed, while

Category IV's believed themselves to be superior in making new friends and in looking neat and clean.

### 3. Analysis of Questions for which the Phi Coefficients for Specific Groups were Significantly Different from those for the Total Group

In addition to the analysis of the answers of the total group, it was felt to be desirable to analyze separately the answers of the groups of individuals who had selected particular answers to each of four key questions. For these analyses comparisons would be made between the specific groups and the total, or undifferentiated group. The finding of substantial differences between specific and undifferentiated groups would suggest the advisability of using the specific group definition variable as a moderator variable in studying the validity of the test for predicting performance.

Therefore, four additional sets of chi square and phi coefficients were computed. For the first comparison, the input group was composed of those individuals who answered Question 9 by indicating Negro racial group membership. The second input group was composed of the individuals who answered Question 56 by indicating plans for reenlistment in the Navy. For the third run those individuals who had indicated their desire for a lot of responsibility on a job in Question 34 were used as the input group. The input group for the fourth run was composed of those individuals who indicated, in Question 57, that they considered the time they were spending in the Navy as "a chance for a career if they liked it."

For each question in the undifferentiated sample which had been significant at the .001 level, the phi coefficient in the specific sample was tested for significance against the phi coefficient in the undifferentiated sample. To perform the test, the coefficients were converted to Fisher's  $z$  scores. A two-tailed test was used.

Table 3 in Appendix A presents the phi coefficients for the undifferentiated group and for each of the specific groups for all questions in which the chi square coefficients for the undifferentiated group were significant at the .001 level and the phi coefficient for the specific group differed from that for the undifferentiated group at the .05 level or greater.

For the 165 items serving as the initial group for the comparisons, using the .05 level of confidence, eight significant differences between the undifferentiated and the specific groups would be expected by chance alone. As is shown in Table 3, the group desiring a lot of responsibility on the job and the group which was interested in the career aspects of the Navy had nine and six items, respectively, which were significantly different from the undifferentiated group. Since these differences appear to have resulted from chance variation, the differences between these two specific groups and the total group have not been explicated in the text.

On the other hand, the differences between the undifferentiated group and the Negro group and the group desiring to reenlist in the Navy were numerous enough to indicate that significant differences existed between these groups and the undifferentiated group.

a. The Negro Group

Of the 324 individuals in the Negro group, 180 were Category IV's (16 percent of Category IV's) and 154 (3 percent of Category I-III's) had higher mental levels. The major differences between the Negro and the total group were the result of differences between Negro controls and the total group controls; therefore, the analysis is concerned with differences between the two control groups.

The mothers of Negro controls had less education than mothers of controls in the total group. Lessened cohabitation (caused by separation or death) was characteristic of the parents of Negro Category I-III's in comparison with the parents of controls of the total group. Also, the major portion of the income for families of Negro controls came less frequently from full time work of the parents. In terms of their work experiences, the Negro Category I-III's reported on the average that their bosses were less satisfied with their work and that they had been fired a greater number of times than the Category I-III's in the total group.

The Negro controls in comparison to the controls of the total group had more frequently worked at and liked the following types of employment: gas station attendant, door-to-door salesman, farm or ranch hand, busboy, waiter or kitchen helper, and construction or factory worker. Work as a truck driver was a less frequent employment for this group than for the controls in the total group.

The Category I-III's in the Negro group ranked their high school GPA's lower, and had parents who had lower expectations concerning their academic accomplishments than the Category I-III's in the total group.

The Negro Category I-III's, compared with the Category I-III's for the total group, liked the following types of coursework proportionately less: English, general science, physical education, and algebra. For courses in English, the average grade for the Negro Category I-III group was lower than that for the total Category I-III group.

The Category I-III's in the Negro group had more frequently stayed out overnight without permission than had the Category I-III's in the total group. In comparison to the controls in

the undifferentiated group, the Negro Category I-III's had less frequently been members of a church youth group, belonged to a school band, orchestra or singing group, played cards for money, and gone to dances.

In their outlook toward life, the Negro Category I-III's more often did not believe that every time they tried to get ahead, something or someone stopped them. They reported less desire to be someone different.

In their activities, the Negro controls had more frequently repaired mechanical things and believed themselves to be less competent in work that requires a lot of thinking than the controls in the total group.

In summary, the major differences between the Negro group and the total group appeared to be that the correlation between academic accomplishment, level of employment, and mental level, though positive, was lower than for the total group. For the Negro Category I-III's these characteristics were accompanied by a lowered self estimate of their abilities. The social activities of the Negro Category I-III's had less frequently included such standard middle class interests as church and organized musical groups. They had more frequently engaged in practical maintenance activities such as household repair.

Nearly all of the differences between the Negro group and the total group resulted from differences between the Negro Category I-III's and the total group Category I-III's. Although the men in both control groups were not differentiated by mental level, substantial differences in relative proportions of the mental level categories undoubtedly existed between the groups. It is well known that the Negroes entering the service in the past have, on the average, received lower AFQT scores than Caucasians. These lower scores have in turn been reflected in the substantial differences in the percentages of Category I's, II's and III's for Negroes and Caucasians. The enlistment figures for February 1969 are typical of these differences and may be used as an illustration. Worldwide for the month approximately 51 percent of the Caucasians were Category I's and II's and 33 percent were Category III's. Similar percentages for Negroes were: approximately 9 percent Category I's and II's and 32 percent Category III's. Thus for a random sample of Caucasian Category I-III's, the percentage of Category III's would be expected to be smaller than the total percentage of I's and II's. Conversely, for a random sample of Negro Category I-III's, the percentage of Category III's would typically be found to be larger than the total percentage for Category I's and II's. Since Negroes represented about five percent of the sample in the present study and substantially all of the rest were Caucasian, the controls for the total group must have contained a smaller percentage of Category III's than Category I's and II's. On the other hand the Negro controls must have been primarily Category III's.

Thus a substantial number of the observed differences between the two groups appear to have been related to differences in the mental level rather than the racial characteristics of the two groups. It is probable that these differences in group mental levels were particularly related to the observed differences between the Negro group and the total group in academic accomplishment. They might have been related to differences in levels of employment and of self estimation.

b. The Group Who Planned to Reenlist in the Navy

One hundred seventy-eight Category IV's (15 percent of Category IV's) and 547 Category I-III's (11 percent) indicated plans to reenlist in the Navy.

For this group the families of Category IV enlistees were larger than the families of Category IV's in the total group. The "career" Category IV's had not worked as long on the job which they had held the longest as had the Category IV's in the total group. The Category IV's in this specific group had had greater experience with, and liking for work as a janitor and maintenance man, equipment operator, and machine operator. They saw their service in the Navy in terms of career and training opportunities to a greater extent than did the Category IV's in the total group. Proportionately more Category IV potential reenlistees had left school before graduation.

The Category IV's for this group took social studies less often and liked it less than did the Category IV's for the total group. In general the grades of the Category IV's in this group for physical education courses were lower than the grades of the Category IV's in the total group.

Category IV's in the "reenlistee" group were more active in student council, and had more frequently acted in a play or a show, had more frequently been members of school athletic teams, had been members of 4H or other agricultural groups, and had painted a picture more frequently than had Category IV's of the total group. They had more frequently driven a truck, repaired a car, and helped build a house.

In terms of their perceptions of themselves relative to others, the Category IV's in this group saw themselves as working relatively harder and getting along more smoothly with their parents than the Category IV's in the total group. An outstanding characteristic of the group is that the statement "I would make any sacrifice to get ahead in the world" was answered in the affirmative by a larger proportion of Category IV's in the reenlistee than in the total group. For this specific group the answers to this question were highly related to mental level.

In summary, the Category IV's who indicated a desire to reenlist in the Navy were from a lower socioeconomic group and thus were somewhat more deprived than the Category IV's in the total group. They had come from larger families, had worked on their jobs for shorter periods of time and had had a greater incidence of unskilled, semi-skilled and lower-level skilled jobs. They indicated poorer academic performance in a few course areas and greater participation in practical and applied activities. Within the context of the other answers, their endorsement of the question concerning sacrificing for success appears to have been a product of their temperament and their deprivation.

#### D. CONCLUSIONS

Although analysis of the BIF against mental level provided some interesting findings, its actual usefulness in improving the prediction of performance will depend upon relationships between its items and indices of performance which are yet to be obtained.

The only area of manifest content which has been found to relate even moderately closely to mental level was academic interests and performance. The constituents of socioeconomic status, a variable which has been frequently considered a possibly useful addition to test batteries used in predicting performance criteria, did not have high correlations with mental level.

Most promising for further investigation appear to be the questions having little or no correlation with mental ability. Most of these items were in content areas which involved job tasks or social activities.

Considerable differences were found in the constellations of response characteristics associated with groupings based on the answers to two of the specific questions. This suggests the desirability of evaluating these questions as moderator variables during the performance evaluation phase of this study.

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APPENDIX A

TABLE 2

Differences in Biographical Characteristics Between Category IV  
and Category I-III Groups Classified by Discrimination Level

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
<u>Parental Characteristics</u>		
3	Fathers employed in lower level positions Fathers had fewer years of schooling Fathers were less often the main source of income during respondent's teenage years Mothers less educated	
<u>Racial Characteristics, Social Ecology and Socio-Economic Status</u>		
2	Higher proportion were Negroes Higher proportion were Mexican-American Higher proportion were tropical islanders	
3	Larger families (more siblings) Had more siblings who failed to finish high school Had more siblings who were old enough to attend college	
4	Family income was lower Had fewer siblings who attended college From poorer sections of town More frequently were in the middle position in their family Less frequently had both parents in the house during their school years	

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
5	More frequently from a town of 1,000 or less or a farm	
	<u>Childhood and Adolescent Experiences and Attitudes</u>	
3	Had fewer quarrels with parents during teenage years Had more unhappiness upon first leaving home	
4	Were allowed less freedom as teenagers	
5	More frequently had very happy or considerably unhappy childhoods	More frequently had considerably happy or neutral childhoods
	<u>Work Experiences, Characteristics and Attitudes</u>	
2	Lower employment expectations	
3	Lower income anticipations and desires Contributes less to own support during last year of school Desired less responsibility in job Greater participation in and liking for lawn mowing and car washing Less participation in and liking for other skilled labor	
4	Greater proportion had not held job or worked for short time only Worked less hard on their jobs Bosses less satisfied with their work More frequently fired from jobs	More often held and liked the following types of employment: Salesclerk in a store Camp counselor

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
	<p>More often held and liked the following types of employment:</p> <p>Filling station attendant            Door-to-door salesman            Grocery clerk            Carryout boy or shelf stocker            Farm or ranch hand            Busboy, waiter or kitchen helper            Heavy equipment operator            Construction or factory worker            Truck driver            Janitor and maintenance worker            Warehouseman            Stock clerk            Machine operator            TV or radio repairman</p>	
5	<p>Grocery sacker, carryout boy or shelf stocker            Mechanic or mechanic's helper</p>	<p>Paper route carrier            Other unskilled labor</p>
<u>Attitude Toward Navy</u>		
3	<p>Upon expiration of enlistment more frequently planned to reenlist or get another job            More impressed with opportunities for varied experiences and opportunities for avoiding the draft</p>	<p>Upon expiration of enlistment more frequently planned to go to school            More impressed by career possibilities and by training opportunities of service in the Navy</p>
<u>Academic Experiences, Attitudes and Aptitudes</u>		
1	<p>More frequently considered quitting school in grade or high school</p>	<p>Higher expectations of high school class rank            More frequently took algebra and liked it            Received higher grades in trigonometry</p>
2	<p>Received lower academic rankings in last year of high school</p>	<p>More frequently took the following courses and liked them more:            Foreign language</p>

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
	<p>Parents or guardians had lower expectations for respondent concerning grades and level of education completed Lower GPA's for high school</p>	<p>Biology Chemistry Trigonometry General mathematics Respondents received higher grades in the following subjects for the last course taken: General science Agriculture Bookkeeping Electrical shop Auto shop Chemistry Physics Algebra Calculus Speech</p>
3	<p>More frequently sent to high school office for disciplinary reasons More frequently took the following courses and liked them more: Agriculture Auto shop</p>	<p>More frequently took the following courses and liked them more: General mathematics English General science History Physical education Typing Physics Calculus Social studies Received high grades in the following subjects for the last course taken: English Foreign language History Physical education Typing Wood shop Biology Social studies</p>

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
4	<p>Changed schools less frequently</p> <p>Had less liking for school</p> <p>More frequently thought of as a hard working student by their high school teachers</p> <p>More frequently left school because of need to work full time</p> <p>More frequently took wood shop and liked it more</p>	
5		<p>More frequently took bookkeeping and liked it more</p>
<u>Teenage and Adult Social and Organizational Attitudes and Experiences</u>		
3	<p>Received more traffic tickets</p> <p>Greater proportion had shot dice</p> <p>Greater proportion had tried drugs</p> <p>Started dating at an earlier age</p> <p>Had more frequently been involved in serious trouble with police</p> <p>Had friends who had more frequently been involved in trouble with the police</p>	<p>Had held more positions of leadership</p> <p>Had reacted more aggressively to competition</p> <p>Had read more books during the preceding two months</p> <p>Had more participation in and liking for: Student council</p>
4	<p>More frequent membership in and liking for:</p> <p>Debating teams</p> <p>Future Farmers of America, 4H or other agricultural groups</p> <p>Had more frequently picked up girls</p> <p>Had more frequently stayed out all night without permission</p>	<p>Had more participation in and liking for:</p> <p>Hot rod or car clubs</p> <p>Boy Scouts</p> <p>Sea Scouts or Explorers</p> <p>Church youth groups</p> <p>School band, orchestra or singing groups</p> <p>Hobby clubs</p> <p>Some other group not listed in the questionnaire</p> <p>Had dated girls more frequently</p> <p>Had attended more dances</p> <p>Had drunk beer or liquor more frequently</p>

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
5	More participation in and liking for: Work on school paper or yearbook	Had more frequently played cards for money More participation and liking for: Playing on a school athletic team Playing on an athletic team other than at school Acting in a play or show Member of a band or singing group other than school
<u>Mechanical and Technical Activities</u>		
2		Had more frequently built things such as boats, furniture, or models
3		Had greater participation in and liking for: Repairing household appliances Using an adding machine Operating power tools Using a typewriter Collecting stamps, coins or other objects Writing a poem or short story Using a camera
4		More participation in and liking for: Repairing plumbing in a house Doing minor auto repairs Playing a musical instrument Helping to build a house or other building Riding a motorcycle
5	More participation in and liking for: Driving a truck Smoking Painting a picture	More participation in and liking for: Firing a shotgun or rifle during hunting

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
<u>Attitudes Toward Self and Others</u>		
2	More frequently believed that: "Luck was more important for success than ability" They didn't have much chance to get ahead in the world They would make any sacrifice to get ahead	
3	More frequently believed that: People who accept their condition in life are happier than those who try to change things Something or somebody stopped them every time they tried to get ahead They would rather not attempt a task than take a chance of failing They would like to change into someone else They sometimes felt they just couldn't learn They could do better in school if teachers didn't go so fast	
4		More frequently believed that: The tougher the job, the harder they worked They were able to do many things well
5		More frequently believed that it is a person's own fault if he is not successful
<u>Comparison with Peers in Social, Mechanical and Academic Activities</u>		
2		More frequently believed themselves to be above average in: Work that requires considerable thinking

(Table continued on next page)

APPENDIX A (continued)

Level of discrimination	Category IV N=1,150	Categories I-III N=5,040
3		More frequently believed themselves to be above average in: Reading comprehension Reading speed Winning arguments Repairing mechanical things Repairing electrical things Doing school work Leading other people Making decisions Being successful in their desired activities
4	More frequently believed themselves to be above average in: Looking neat and clean Meeting people and making new friends	More frequently believed themselves to be above average in: Getting out of things they didn't want to do Doing hard physical work Repairing a car Getting along smoothly with adults Working hard and doing a good job
5	More frequently believed themselves to be above average in: Feeling satisfied with themselves Getting people to like them	More frequently believed themselves to be above average in: Getting along smoothly with their parents

APPENDIX A (continued)

TABLE 3

Phi Coefficients for the Undifferentiated and Specific Groups for Questions in Which the Differences Between Groups were Significant

Question number	Undifferentiated group (N=6,190)	Specific Groups		
		Negroes (N=324) (Item 9A)	Potential reenlistees (N=725) (Item 56A)	Seekers of responsibility (N=2,635) (Item 34A)
7-8	-.137	.148**		
10	-.206	.055**		
13	.093	-.048*		
15	.108	-.090**		
18	-.119	-.260**		
21	.136		.224*	
24	-.057	.087**		.204**
26	-.085		-.163*	.031**
28	.077	-.086**		.033**
35	-.082	.080**		
38	-.048	.147**		
41	-.046	.126**		
42	-.052	.088*		
46	-.044	.155**		
48	-.072	.072**		
49	-.080		-.177**	
52	-.073		-.172**	
57	.132		.218*	
60	.353	.251*		
61	.266	.148*		
62	-.222	.071**		
63	.077	-.061*		
65	-.382	-.190**		
66	-.060		.173**	
68	.273	.148*		.086**
70	.182	-.109**		
72	.149	-.047**		
75	.107	-.087**		
81	.219			
84	.395	.262**		.140**
85	.209			
87	.159		.275**	.146**
89	.279			
95	.116		.207**	
103	.290		.200*	.201**

(Table continued on next page)

APPENDIX A (continued)

Question number	Undifferentiated group (N=6,190)	Specific Groups		
		Negroes (N=324) (Item 9A)	Potential reenlistees (N=725) (Item 56A)	Seekers of responsibility (N=2,635) (Item 34A)
116	.043		-.119**	
117	.042		-.072**	
B4	.051	-.199**		-.032**
B5	.070	-.060*		
B7	-.098		-.195**	
B22	.062	-.062*		
B23	-.092	.114**		
B29	.051		-.061**	
B31	-.027		-.111*	-.058**
B37	-.172	-.290*		
B40	-.207		-.291*	
B41	-.140	-.266*		
B47	.196	.070*		.127**
B51	.129	.280*		
B53	.064		-.081**	-.047**
B54	.276	.143*		
B56	.043	.186*		-.038**
C3	.035	-.199**	-.060*	
C5	.109			.044**

Note.--The following schematic was used to form all of the data matrices used for the computation of phi coefficients:

	High letters (D, F)	Low letters (A, B, C, etc.)
Cat-IV's		
Non-IV's		

Therefore, if a question were scaled so that its highest value was indicated by the "E" response, its second highest value indicated by the "D" response, etc., a positive phi coefficient would indicate the high values were more strongly associated with Category IV group membership. A negative coefficient would indicate that high values had greater association with control group membership. For a question which was scaled in the opposite direction, with an "A" indicating the highest value and an "E" the lowest value, the sign of the correlation coefficient would indicate the direction of correlation with mental level.

\*Significant at the .05 level of confidence.

\*\*Significant at the .01 level of confidence.

APPENDIX B

U. S. NAVY BIOGRAPHICAL INFORMATION FORM

DIRECTIONS

The purpose of this questionnaire is to find out about your background and about things that you have done in the past and plan to do in the future. It has questions about the kinds of courses you have taken in school, jobs you have had, groups you have been a member of, and the like.

For each question choose the best answer from those given and blacken the circle for that letter on your answer sheet. DO NOT MAKE ANY MARKS ON THIS BOOKLET. You should answer all of the questions.

Begin with Section "A" of your answer sheet. You will need to use all of Sections "A" and "B", and a few items from Section "C".

START ON THE BACK OF THIS PAGE

APPENDIX B (continued)

What kind of work does (or did) your father or guardian do? Use his most recent job. Mark only one of the 10 possible answers for items 1 and 2.

1. A. Unskilled work
  - B. Semi-skilled work - truck driver, farm or ranch hand
  - C. Skilled work - carpenter, mechanic, machinist, etc.
  - D. Supervisor or foreman
  - E. Sales work
2. A. Technical - bookkeeper, draftsman, computer programmer, etc.
  - B. Manager of office, business farm or ranch
  - C. Owns own business, ranch or farm
  - D. Professional - lawyer, doctor, teacher, electrical engineer, etc.
  - E. I don't know or not applicable

What kind of work do you want to be doing in 10 years? Mark only one of the 9 possible answers for items 3 and 4.

3. A. Unskilled work
  - B. Semi-skilled work - truck driver, farm or ranch hand, etc.
  - C. Skilled work - carpenter, mechanic, machinist, etc.
  - D. Supervisor or foreman
  - E. Sales work
4. A. Technical - bookkeeper, draftsman, computer programmer, etc.
  - B. Manager of office, business, farm or ranch
  - C. Own own business, ranch or farm
  - D. Professional - lawyer, doctor, teacher, electrical engineer, etc.

How far in school did your father go? Mark only one of the 10 possible answers for items 5 and 6.

5. A. None, or some grade school
  - B. Completed grade school
  - C. Some high school, but did not graduate
  - D. Graduated from high school
  - E. Technical, business or trade school after high school
6. A. One year or less of college
  - B. More than one year of college but did not graduate
  - C. Graduated from a 4-year college
  - D. Attended graduate or professional school
  - E. I don't know

How far in school did your mother go? Mark only one of the 10 possible answers for items 7 and 8.

7. A. No school, or some grade school
  - B. Completed grade school
  - C. Some high school, but did not graduate
  - D. Graduated from high school
  - E. Technical, nursing, or business school after high school
8. A. One year or less of college
  - B. More than one year of college but did not graduate
  - C. Graduated from a 4-year college
  - D. Attended graduate or professional school
  - E. I don't know

GO TO THE NEXT PAGE

APPENDIX B (continued)

9. Which of the following best describes you?
- A. Negro
  - B. White
  - C. American Indian
  - D. Oriental
  - E. Other
10. Which best describes your family background?
- A. Puerto Rican
  - B. Mexican American
  - C. Guamanian, Virginia Islander, or American Samoan
  - D. Filipino
  - E. None of the above
11. Where have you lived during most of your life?
- A. Large city, 500,000 or over
  - B. City, 50,000 to 500,000
  - C. City, 10,000 to 50,000
  - D. Small town, 1000 to 10,000
  - E. Town of 1000 or less or a farm or ranch
12. In what area of town did your family live for the longest time while you were growing up?
- A. One of the best areas
  - B. A good but not the best area of town
  - C. An average area
  - D. One of the poorer areas
  - E. Lived on a farm or ranch
13. Did your parents live together most of the time while you were going to school?
- A. Yes
  - B. No, because one or both died
  - C. No, because they separated
  - D. No, they were divorced
  - E. No, for other reasons
14. During the past ten years, how many full-time jobs has your father had?
- A. Question does not apply or I don't know
  - B. None
  - C. 1 or 2
  - D. 3 or 4
  - E. 5 or more
15. While you were a teen-ager, what was the main source of your family income?
- A. Father's full-time work
  - B. Mother's full-time work
  - C. Father's part-time work
  - D. Mother's part-time work
  - E. Other
16. When you were in school, how much money did your family have in comparison with your classmates' families?
- A. Less than most
  - B. About the same
  - C. A little more
  - D. Considerably more
  - E. I don't know
17. Looking back on the days you spent in your family or childhood home, how happy were they?
- A. Very happy
  - B. Fairly happy most of the time
  - C. Neither very happy nor very unhappy
  - D. Fairly unhappy most of the time
  - E. Very unhappy

TURN TO THE BACK OF THIS PAGE

APPENDIX B (continued)

18. As a teen-ager, how often did you have quarrels with your parents?
- A. Never
  - B. Seldom
  - C. Occasionally, but not often
  - D. Often
  - E. Not applicable
19. How much freedom did your parents allow you as a teen-ager?
- A. Almost none
  - B. Very little
  - C. About average
  - D. Quite a bit
  - E. A lot
20. How unhappy were you about leaving home for the first time?
- A. Very unhappy
  - B. Somewhat unhappy
  - C. Somewhat happy
  - D. Very happy
  - E. Not applicable
21. How many children were there in your family?
- A. I was the only one
  - B. One other child
  - C. 2-3 other children
  - D. 4-6 other children
  - E. More than 6 other children
22. How do the ages of the other children in your family compare with yours?
- A. I am an only child
  - B. I am the oldest
  - C. I am the youngest
  - D. There are children both younger and older
23. How many of your brothers or sisters are old enough to go to college?
- A. I don't have any brothers or sisters
  - B. None
  - C. One
  - D. 2 or 3
  - E. More than 3
24. How many of your brothers or sisters have gone to college?
- A. I don't have any brothers or sisters
  - B. None
  - C. One
  - D. 2 or 3
  - E. More than 3
25. How many of your brothers and sisters quit before finishing high school?
- A. I don't have any brothers or sisters
  - B. None
  - C. One
  - D. 2 or 3
  - E. More than 3
26. Of the jobs you have had, how long did you work at the job you held the longest?
- A. I haven't had a job
  - B. less than 1 month
  - C. 2 or 3 months
  - D. 4-6 months
  - E. Longer than 6 months

GO TO THE NEXT PAGE

APPENDIX B (continued)

27. What kind of worker were you on the jobs you have had?
- A. I worked hard at any kind of job I had
  - B. I worked hard only at those jobs that interested me
  - C. Sometimes I worked hard and sometimes I didn't, even when there was work to do
  - D. I have never worked hard at any of the jobs I have had
  - E. Other, or I haven't had a job
28. How satisfied were your bosses with your work?
- A. They told me I was doing a good job
  - B. They seemed to be satisfied with my work
  - C. Some bosses liked my work but others didn't
  - D. They weren't satisfied with my work
  - E. Other, or I haven't had a job
29. Have you ever been fired from a job?
- A. No, and I have never come close to being fired
  - B. No, but I have come close to being fired
  - C. Yes, once
  - D. Yes, 2 or 3 times
  - E. Yes, more than 3 times
30. If you were to be discharged now, how much money do you think you could earn per week?
- A. \$50 per week or less
  - B. \$50-\$75 per week
  - C. \$75-\$100 per week
  - D. \$100-\$150 per week
  - E. \$150 per week or more
31. How much do you expect to be earning per week in 10 years?
- A. \$100 per week or less
  - B. \$100-\$150 per week
  - C. \$150-\$200 per week
  - D. \$200-\$250 per week
  - E. \$250 per week or more
32. How much would you like to be earning per week in 10 years?
- A. \$100 per week or less
  - B. \$100-\$150 per week
  - C. \$150-\$200 per week
  - D. \$200-\$250 per week
  - E. \$250 per week or more
33. What share of your own support did you earn in your last year of school?
- A. None--all my expenses were paid for me
  - B. Only extra spending money
  - C. All spending money
  - D. All spending money and some room and board
  - E. All expenses
34. How much responsibility do you want in a job?
- A. A lot
  - B. Some, but I still want to have someone over me
  - C. Only a small amount
  - D. None
  - E. I don't know

TURN TO THE BACK OF THIS PAGE

APPENDIX B (continued)

Which of the following jobs have you had and how did you like it?  
For each job listed choose the most correct answer from the five given  
on the right, and mark the circle for that letter on your answer sheet.

- |  |   |
|--|---|
| 35. gas station attendant  |   |
| 36. paper route  |   |
| 37. sales clerk in a store   |   |
| 38. door-to-door salesman  |   |
| 39. grocery sacker, carryout<br>boy or shelf stocker                 |   |
| 40. lawn mowing and trimming   | A. Yes, I had this job and I<br>liked it a lot                        |
| 41. farm or ranch hand   | B. Yes, I had this job and I<br>liked it somewhat                     |
| 42. busboy, waiter or<br>kitchen helper                              | C. Yes, I had this job but I<br>didn't like it                        |
| 43. worker in a car wash   | D. No, I have not had this job<br>but I would liked to have<br>had it |
| 44. mechanic or mechanic's<br>helper                                 | E. No, I have not had this job<br>and I would not have wanted it      |
| 45. heavy equipment operator<br>(such as a bulldozer or<br>dragline) |   |
| 46. construction or factory<br>worker                                |   |
| 47. camp counselor   |   |
| 48. truck driver   |   |
| 49. janitor and maintenance  |   |
| 50. warehouseman   |   |
| 51. stock clerk  |   |
| 52. machine operator (such as<br>a punch press)                      |   |
| 53. TV or radio repairman  |   |
| 54. other skilled labor  |   |
| 55. other unskilled labor  |   |

GO TO THE NEXT PAGE

APPENDIX B (continued)

56. What are your plans for the future?
- A. Reenlist in the Navy
  - B. Go back to the job I had before entering the Navy
  - C. Get a new job
  - D. Get more school training
57. What statement best describes how you feel about the time you will spend in the Navy?
- A. A chance for a career, if I like it
  - B. A chance to get training for a job I can do when I get out
  - C. A chance to see the world or have new experiences
  - D. A way to avoid being drafted
  - E. A waste of 4 years of my life
58. How many times did you change schools before you were 18 years old--other than by graduation?
- A. Never
  - B. 1 or 2 times
  - C. 3 or 4 times
  - D. 5 or 6 times
  - E. More than 6 times
59. How did your grades rank in the class in your last year of high school? (Make your best guess if you don't know.)
- A. Upper 25%
  - B. 26-50%
  - C. 51-75%
  - D. Lower 25%
  - E. I didn't go to high school
60. How would you have ranked in the class if you had done the very best you could?
- A. Upper 25%
  - B. 51-75%
  - C. 25-50%
  - D. Lower 25%
  - E. I didn't go to high school
61. How good a student did your parents or guardians expect you to be in school?
- A. One of the best students in my class
  - B. Above the middle of the class
  - C. In the middle of my class
  - D. Just good enough to get by
  - E. I don't know
62. How much education did your parents or guardians want you to have?
- A. Didn't care if I finished high school
  - B. Finish high school only
  - C. Some education beyond high school
  - D. At least a college degree
  - E. I don't know
63. How much did you like school?
- A. I really liked it
  - B. It was all right
  - C. I didn't much care one way or the other
  - D. I didn't like it
  - E. I hated it

TURN TO THE BACK OF THIS PAGE

APPENDIX B (continued)

64. How do you think your teachers generally thought of you in school?
- A. As a student who got by without having to work hard
  - B. As a hard worker in all courses
  - C. As a hard worker in some courses but not in others
  - D. As a student not willing to work hard in any courses
  - E. Other, or I don't know
65. When did you consider most seriously quitting school and going to work?
- A. I never considered quitting
  - B. During grade school
  - C. During the early years in high school
  - D. Near or on graduation from high school
  - E. While in college
66. Why did you leave school?
- A. I graduated
  - B. I had to work full time
  - C. I was expelled or suspended
  - D. I was tired of school
  - E. Other, or two of the above
67. How many times were you sent to the office for disciplinary reasons during your last 2 years in school?
- A. None
  - B. Once
  - C. 2 or 3 times
  - D. 4 or 5 times
  - E. More than 5 times
68. What was your grade average for all your high school work?
- A. A-, A, or A+
  - B. B-, B, or B+
  - C. C-, C, or C+
  - D. D-, D, or D+
  - E. I didn't go to high school

GO TO THE NEXT PAGE

APPENDIX B (continued)

Which of the following courses did you take in school and how much did you like them? For each course choose the best answer from the five given on the right, and mark the circle for that letter on your answer sheet.

- |                              |   |
|------------------------------|---|
| 69. General Mathematics      |   |
| 70. English                  |   |
| 71. Foreign Language         |   |
| 72. General Science          | A. Yes, I took this course and I liked it a lot             |
| 73. History                  | B. Yes, I took this course and I liked it somewhat          |
| 74. Agriculture              | C. Yes, I took this course and I did not like it            |
| 75. Physical Education (Gym) | D. No, I did not take this course but I would have liked to |
| 76. Bookkeeping              | E. No, I did not take this course and I did not want to     |
| 77. Typing                   |   |
| 78. Wood Shop                |   |
| 79. Electrical Shop          |   |
| 80. Auto Shop                |   |
| 81. Biology                  |   |
| 82. Chemistry                |   |
| 83. Physics                  |   |
| 84. Algebra                  |   |
| 85. Trigonometry             |   |
| 86. Calculus                 |   |
| 87. Social Studies           |   |
| 88. Speech                   |   |

TURN TO THE BACK OF THIS PAGE

APPENDIX B (continued)

What grade did you get in each of the following subjects the last time you took a course in it? For each course choose the best answer from the five given on the right, and mark that letter on your answer sheet. Leave you answer sheet blank for those courses you did not take.

- |                              |                 |
|------------------------------|-----------------|
| 89. General Mathematics      |                 |
| 90. English                  |                 |
| 91. Foreign Language         |                 |
| 92. General Science          |                 |
| 93. History                  | A. A-, A, or A+ |
| 94. Agriculture              | B. B-, B, or B+ |
| 95. Physical Education (Gym) | C. C-, C, or C+ |
| 96. Bookkeeping              | D. D-, D, or D+ |
| 97. Typing                   | E. E or F       |
| 98. Wood Shop                |                 |
| 99. Electrical Shop          |                 |
| 100. Auto Shop               |                 |
| 101. Biology                 |                 |
| 102. Chemistry               |                 |
| 103. Physics                 |                 |
| 104. Algebra                 |                 |
| 105. Trigonometry            |                 |
| 106. Calculus                |                 |
| 107. Social Studies          |                 |
| 108. Speech                  |                 |

GO TO THE NEXT PAGE

APPENDIX B (continued)

109. What age did you start dating?
- A. I have not dated
  - B. 12 or younger
  - C. 13-14
  - D. 15-16
  - E. 17 or older
110. How many traffic tickets have you gotten, other than parking tickets?
- A. None-I don't drive
  - B. None
  - C. One
  - D. 2 or 3
  - E. 4 or more
111. Have you ever held a position of leadership, such as an officer of your class, president of a school club or church group, or captain of an athletic team?
- A. No, and I have never wanted one
  - B. No, but I would have liked one
  - C. Yes, once
  - D. Yes, several times
  - E. Yes, many times
112. In the past, how have you reacted to competition?
- A. I have done my best
  - B. I haven't been bothered by it
  - C. I have done all right, but I haven't liked it
  - D. I have done poorly
  - E. Other, or I don't know
113. Have you ever been in trouble with the police, other than for traffic tickets?
- A. No
  - B. Nothing more than warnings
  - C. Yes, once
  - D. Yes, 2 or 3 times
  - E. Yes, more than 3 times
114. Have any of your friends ever been in trouble with the police?
- A. No
  - B. Yes, but only minor trouble or warnings
  - C. Yes, one friend has been in trouble
  - D. Yes, 2 or 3 friends have been in trouble
  - E. Yes, more than 3 have been in trouble
115. How many books (other than school books) have you read in the last 3 months?
- A. None
  - B. One
  - C. 2 or 3
  - D. 4 or 5
  - E. More than 5

TURN TO THE BACK OF THIS PAGE

APPENDIX B (continued)

Which of the following groups have you been active in? For each group listed choose the best answer from the five given on the right, and mark the circle for that letter on your answer sheet.

116. member of the student council  
at school

117. member of a school athletic  
team

118. member of an athletic team  
other than at school

119. worker on a school paper or  
yearbook

120. actor in a play or show

TURN YOUR ANSWER SHEET  
OVER TO SECTION "B"

- A. Yes, I was very active in this
- B. Yes, I was fairly active in this
- C. Yes, I was somewhat active  
in this
- D. No, I was not active in this  
but I would have liked to
- E. No, I was not active in this  
and I did not want to

B1. member of a debating team

B2. member of a "hot rod" or  
car club

B3. member of the Boy Scouts,  
Sea Scouts or Explorers

B4. member of a church youth group

B5. member of a school band,  
orchestra or singing group

B6. member of a band or singing  
group other than school

B7. member of Future Farmers of  
America, 4H, or other  
agricultural group

B8. member of a hobby club, such  
as photography or skin-diving

B9. member of some other group  
not listed above

GO TO THE NEXT PAGE

APPENDIX B (continued)

Which of these things have you done? For each activity choose the best answer from the five given on the right, and mark the circle for that letter on your answer sheet.

- |  |  |
|--|--|
| B10. dated girls   |  |
| B11. drank beer or liquor                                      |  |
| B12. played cards for money                                    |  |
| B13. took out a girl by picking her up                         |  |
| B14. repaired a household appliance                            |  |
| B15. repaired plumbing in a house                              | A. Yes, I did this a number of times (5 or more) |
| B16. tuned a car or replaced parts, such as a water pump       | B. Yes, I did this several (2-4) times           |
| B17. fired a shotgun or rifle for hunting                      | C. Yes, I did this once                          |
| B18. collected stamps, coins or other objects                  | D. No, I never did this and I never wanted to    |
| B19. drove a truck   |  |
| B20. smoked  |  |
| B21. shot dice for money                                       |  |
| B22. went to dances  |  |
| B23. stayed out all night without permission                   |  |
| B24. used an adding machine                                    |  |
| B25. operated power tools                                      |  |
| B26. used a typewriter   |  |
| B27. played a musical instrument                               |  |
| B28. built things, such as boats, furniture or model airplanes |  |
| B29. helped build a house or other buildings                   |  |
| B30. written a poem or short story                             |  |
| B31. painted a picture   |  |
| B32. used a camera   |  |
| B33. tried drugs, such as marijuana LSD, or pep pills          |  |
| B34. rode a motorcycle   |  |

TURN TO THE BACK OF THIS PAGE

APPENDIX B (continued)

On each of the following items, fill in circle A if you agree; fill in circle B if you are not sure; and fill in circle C if you disagree.

- B35. People who accept their condition in life are happier than those who try to change things  
A. agree  
B. not sure  
C. disagree
- B36. Good luck is more important than hard work for success  
A. agree  
B. not sure  
C. disagree
- B37. Every time I try to get ahead, something or somebody stops me  
A. agree  
B. not sure  
C. disagree
- B38. If a person is not successful in life, it is his own fault  
A. agree  
B. not sure  
C. disagree
- B39. For most things, I would rather not do them than take a chance of failing  
A. agree  
B. not sure  
C. disagree
- B40. I would make any sacrifice to get ahead in the world  
A. agree  
B. not sure  
C. disagree
- B41. If I could change, I would be someone different from myself  
A. agree  
B. not sure  
C. disagree
- B42. I sometimes feel that I just can't learn  
A. agree  
B. not sure  
C. disagree
- B43. I would do better in school work if teachers didn't go so fast  
A. agree  
B. not sure  
C. disagree
- B44. People like me don't have much of a chance to be successful in life  
A. agree  
B. not sure  
C. disagree
- B45. The tougher the job, the harder I work  
A. agree  
B. not sure  
C. disagree
- B46. I am able to do many things well  
A. agree  
B. not sure  
C. disagree

GO TO THE NEXT PAGE

APPENDIX B (continued)

How do you compare with other men of your own age on the following things? For each, choose the best answer from the five given on the right, and mark the circle for that letter on your answer sheet.

- B47. understanding what you read  
B48. speed of reading  
B49. getting out of things you don't want to do  
B50. winning arguments  
B51. repairing mechanical things  
B52. repairing electrical things  
B53. doing hard physical work  
B54. doing work that takes a lot of thinking  
B55. looking neat and clean  
B56. repairing a car  
B57. getting along smoothly with adults  
B58. doing school work  
B59. leading other people  
B60. organizing other people
- A. Quite a bit above average  
B. Somewhat above average  
C. Average  
D. Somewhat below average  
E. Quite a bit below average
- C1. meeting people and making new friends  
C2. working hard and doing a good job  
C3. getting along smoothly with your parents  
C4. making decisions  
C5. being successful in the things you want to do  
C6. feeling satisfied with yourself  
C7. getting people to like you

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14. ABSTRACT <p>This study is part of a larger research effort designed to (a) provide instruments for identifying the aptitudes and abilities most useful to the Navy in Mental Level IV personnel and (b) identify the duties most likely to be successfully performed by such personnel.</p> <p>The present report provides an interim analysis of one of the experimental instruments--a biographical information form--developed for predicting effectiveness of Mental Level IV men. It has been prepared to present the demographic-type findings of the study to those concerned with the utilization of Mental Level IV personnel.</p> <p>Although correlations between the biographical question responses and mental level were significant at the .001 level for 163 questions, the correlations were, in general, quite low. Mental level was most highly associated with the content area of academic experiences, attitudes and aptitudes and had its lowest correlations with areas involving job tasks or social activities. Negro respondents and those respondents who desired to reenlist in the Navy were found to differ significantly from the total group in the characteristics covered in the questionnaire.</p>		

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PAGE 1

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	ROLE	WT	ROLE	WT	ROLE	WT
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