

REPORT ON C.A.A.-NATIONAL TESTING SERVICE (Previous Flight Training and Flight Training Preferences as Related to Pilot Screening Test Scores)

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National Research Council Committee on Selection and Training of Aircraft Pilots

May 1944

CIVIL AERONAUTICS ADMINISTRATION

Division of Research

Report No. 30

Washington, D. C.

National Research Council

Committee on Solection and Training of Aircraft Pilots Executive Subcommittee

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National Research Council
1944

LETTER OF TRANSMITTEL

NATIONAL RESEARCH COUNCIL

2101 Constitution Avenue, Washington, D. C. Division of Anthropology and Psychology

Committee on Selection and Training of Aircraft Pilots

May 16, 1944

Dr. Dean R. Brimhall Director of Research Civil Aeronautics Administration Washington 25, D. C.

Dear Dr. Brimhall:

Attached is a report entitled Previous Flight Training and Flight Training Preferences as Related to Pilot Screening Test Scores. This report was prepared and is submitted by the Committee on Selection and Training of Aircraft Pilots with the recommendation that it be included in the series of Technical Reports issued by the Division of Research, Civil Aeronautics Administration.

It is of interest to note that this report grows out of the C.A.A.-National Testing Service administered by the Committee on Selection and Training of Aircraft Filots during 1942 under contract with the War Training Service. The report furnishes an additional example of the use which has been made of data gathered in a testing program, not only for the immediate practical purpose of screening candidates, but also to gather basic information useful in the further development and refinement of such a program. The report serves to substantiate the desirability of a program which simultaneously meets the needs of a practical situation and makes for continuing research.

Cordially yours,

Morris S. Viteles, Chairman Committee on Selection and Training of Aircraft Pilots National Research Council

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FOREWORD

Under contract with the Civil Aeronauties Administration the Committee on Selection and Training of Aircraft Pilots conducted examinations of applicants for the Army phase of the Civilian Pilot Training (War Training Service) Program. Two reports have been prepared covering the sctivities under this program and summerizing the results obtained (Civil Aeronautics Administration, Division of Research, Report No. 9, January 1943 and Report No. 19, August 1943). The present report provides a detailed analysis of the test secres in relation to preference for various types of training and hours of previous flight instruction.

The details of the testing program, designated as the <u>C.A.A.</u>

<u>National Testing Service</u>, were planned by the staff of the Commitates on Selection and Training of Alreraft Pilots in ecoperation with Dr. Dean R. Brimhall, Director of Research, Civil Aeronauties Administration. The responsibility for the direct supervision of this service was first assigned to Dr. Jack W. Dunlap, Director of Research, and was later transferred to Mr. Morey J. Wantman, Director of Testing, Committee on Selection and Training of Aircraft Pilots, operating through the office of the <u>G.A.A.</u>-National Testing Service located at the University of Rochester.

Members of the staff who contributed to the preparation of data for the present report include Morey J. Wantman, Leonard S. Kogan, Robert C. Regers, Glenn E. Taylor, Jr., and David V. Tiedeman. The final report was prepared by Seymour Wapner and Leonard S. Kogan under the direction of Henry S. Odbert, Technical Aide, Committee on Selection and Training of Aircraft Pilots.

Morris S. Vitoles, Chairman Committee on Selection and Training of Aircraft Pilots National Research Council Washington, D. C.

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SIMMARY

In this report is presented an analysis of the test results of the third phase of the C.A.A.-National Testing Service. The analysis had two chief purposes:

- 1. To determine the extent to which applicants expressing a preference for glider training in the Civilian Pilot Training Program differed in test scores from applicants expressing a preference for primary or secondary training.
- 2. To analyze the relationship of previous flight training to these scores.

A very large degree of overlap was found for the test scores of all groups. In view of this overlap, such differences between groups as are noted below have little practical significance.

The groups differed appreciably in educational background. The percentages of individuals having at least one year of college education were as follows: glider applicants 2%; primary applicants 3%; secondary applicants 45%.

Glider and primary applicants were similar with regard to the amount of flight training prior to the time of testing.

Applicants who designated a preference for glider training made somewhat lower average scores than primary applicants in all tests of the screening battery. The difference was most marked in the test of mechanical comprehension. However, the average difference between groups is of no <u>practical</u> significance since the amount of the difference is small and the extent of overlap between groups is large.

Observed differences between glider applicants and others were somewhat more marked among cases with previous flight training. It is possible that this difference (and other observed differences) may result from the fact that a certain amount of self-selection occurred, applicants experiencing difficulty in previous training tending to select what appeared to be the less exacting requirements of glider piloting. It is recognized, however, that other factors may have influenced the selection and that in any event the differences are too slight to be made the basis for establishing any difference in standards.

Applicants with flight training prior to the time of testing obtained higher scores on an inventory of biographical information, a test of mechanical comprehension, and a test of aviation information. They obtained lower scores on a test of mental alertness. It is pointed out that some of these differences are probably results of the flight experience, while others may reflect the influences that led some applicants to enter training at an earlier date than others. These differences may not remain stable in later populations.

REPORT ON C.A.A.-NATIONAL TESTING SERVICE (Previous Flight Training and Flight Training Preferences as Related to Pilot Screening Test Scores)

INTRODUCTION

Two previous reporte¹ have described the operation of the C.A.A. — National Testing Service, in which screening tests were administered to applicants for training in the Army phase of the Civilian Pilot Training program (now known as the War Training Service). Those reports also presented a preliminary analysis of the test data. The present report describes a more detailed analysis of the test results obtained during the third phase of the service, with special attention to the expressed training preferences and past flight experience of the applicants. The study has two chief purposes, to compare the scores of applicants for glider training with the scores of applicants for primary and secondary training on the tests of the National Testing Service battery, and to analyze the relationship of previous flight training to these scores.

The screening battery of the National Testing Service. Applicants were asked to designate on the registration cards which they filled out at the time of testing a preference for primary, secondary, glider, or "other" training. All candidates for primary, glider, or "other" training were required to attain scores above the cutting point on each of the three basic tests in the battery: An Inventory of Personal Data for Prospective Pilots (Biographical Inventory or B.I.), a Mental Alertness Test (M.T.), and a Test of Mechanical Comprehension (M.C.). Candidates for secondary training were required to meet the same standards, and in addition to obtain a score above the cutting point on a Test of Aviation Information (A.I.). All candidates were required to take the A.I., even though only secondary applicants were eliminated on the basis of their scores on this test.

Applicants were also asked to indicate the number of hours of flight training to their credit at the time of registration. The number of hours reported was not a determining factor in the screening process, although there were definite time requirements for admission to secondary training. To enter secondary training an applicant must have completed primary training, for which a minimum of 35 hours was required.

Report on C.A.A. - National Testing Service (First Phase: June 20, 1942 - August 2, 1942). Washington, D. C., C.A.A. Division of Research, Report No. 3, January 1943.

Report on C.A.A. = National Testing Service: Phase II: August 3 = September 15. 1942; Phase III: September 16. November 15. 1942; Phase IV: November 16. 1942 = January 31. 1943. Washington, D. C.: C.A.A. Division of Research, Report No. 19. August 1943.

A number of applicants with many more than 35 hours of training expressed a preference for primary or glider training, and in such cases they were exceeded only on the three basic tests. An appreciable number a little an absympte maker of hours expressed a newference for accordary west with

A uniform screening battery was thus applied to all applicants without regard to their previous experience or to their expressed preferences in flight training, with the single exception that applicants for secondary training were required to attain a specified score on the Test of Aviation Information. Separate batteries for each type of training would have been impractical, especially in view of the fact that an applicant had no assurence that he would be given the training of his preference. Separate batteries for men with and without previous flight training would have created many difficulties in standardization. It could be anticipated, however, that differences in previous experience and in training preferences would both be reflected in differences in performance on particular items or on the tests as a whole. The present study examines the extent and nature of the differences in scores on the four tests in the battery, and differences in the rate of certification.

POPULATION

The study is restricted to candidates in the third phase of the National Testing Service. This phase included a larger proportion of glider applicants than any of the other phases. Earlier comparisons of the four phases have indicated that the third phase is a fairly representative one in terms of the rate of certification.

Records of 18,093 candidates were divided according to their preference for glider, primary, or secondary training, and further according to whether or not the candidates had previous hours of flight training. All candidates who had taken the tests previously, who failed to express a preference, or who indicated a preference for "other" training, were eliminated from the analysis. Candidates who did not give complete information on their registration cards were also eliminated. The population thus included the "standard group" of primary and secondary applicants previously studied, plus two groups of glider applicants. The numbers in the various groups are as follows:

Glider	
No hours	1,856
Hours ,	1

It has been pointed out that the selection of glider training may not have been altogether a matter of personal preference. While there was no difference in the sotablished basic requirements for primary training and for glider training, the field of glider training was frequently regarded as less desirable, and some coordinators may have filled their quotas by admitting some of their less promising applicants only to glider training.

Report on Program III of the C.A.A. National Testing Service. September 16, 1942 - November 15, 1942. (Copy in Committee files.)

⁵In most of the previous analysis of these data attention has been focused on a "standard group" consisting of primary and secondary applicants being tested for the first time (and for whom complete registration data were available).

Primary

Hours 3,16

Secondary 688

The groups were further divided according to the amount of previous schooling indicated by the candidate on his registration card. The college group includes all who had had at least one year of college education: the high school group includes all who had had at least one year of high school (but no college); the grade school group includes all epplicants who had had no formal education beyond grade school.

METHOD OF ANALYSIS

The general procedure followed was to examine the test results of comparable groups which differed only with respect to each of the variables studied: training preference, and flight experience. The group comparisons were made by examining percentage of cases certified, mean test accres, distributions of test scores, frequency polygons, and test intercorrelations. Inasmuch as the basic groups differed in educational background, these comparisons were also carried out for each of the three educational levels used: college, high school, and grade school.

RESULTS

Analysis of the data presented in the accompanying tables and figures leads to the following observations:

- l. When the groups are considered without regard to education, there is a very large degree of overlap of test scores for all groups. This is especially true for the "comparable" groups, namely, for the primary applicants without hours and the glider applicants without hours, and also for the three groups with previous flight experience; glider, primary, and secondary (Tables 10, 18, 26, 34, and Figures 1-8). The greatest differences appear, as might be expected, between groups with and without training in regard to scores on the Test of Aviation Information. Even here, however, in spite of marked differences in the means for the groups, the range of scores is quite similar. The basic similarities among the groups must be kept in mind throughout the following discussion of such differences as appear.
- 2. There is an appreciable difference in the educational composition of the groups. Only 29% of the glider applicants had one year or more of college education. This figure is to be compared with 39% for primary applicants and 45% for secondary applicants. (These figures are derived from Table 2.) In view of previous findings that test performance is

closely related to educational background, it is therefore important in making group comparisons to note whether these comparisons hold up within educational sub-groups. (Little weight, however, can be given to findings in the grade school group because of the small number of cases involved.)

- 3. There is very little difference in the mean number of flight hours of the glider applicants and primary applicants, treated as total groups (Table 9). Differences within educational groups are slightly larger, but do not approach statistical significance. There is somewhat greater variation in the standard deviations of the distributions of flight hours, but only for the high school group is the difference clearly significant. (The tests of significance must be viewed with caution because the distributions are not normal.) The general lack of clear-cut and consistent differences between the two groups of applicants indicates that the amount of training was not an important factor in the expressed preferences. It is perhaps more important for the purposes of the present analysis to note that the comparisons of the test scores of these groups are not confused by differences related to the amount of training. Comparisons between glider and secondary applicants, on the other hand, are necessarily complicated by the difference in flight nours.
- 4. Applicants who designated a preference for glider training generally were less successful on the acressing battery than applicants who designated primary or secondary training.
 - a. The per cent of glider applicants who were certified was lower than that of comparable groups (with and without previous training) of primary and secondary applicants (Table 1).
 - b. When the certified and uncertified groups are broken down according to amount of schooling a similar trend is observed (Table 2) with the exception of the primary applicants with no training who had only grade school education, and the secondary group with high school or college education.
 - c. Comparisons of the mean test scores (Table 3) and tests of the significance of the differences of these means (Table 4) reveal that the mean scores of the glider group are lower than those of comparable primary and secondary groups on all tests. The inferiority of glider applicants is somewhat more marked among men with previous flight training in all tests.
 - d. The differences in mean test scores are not solely a

It has been noted, for example, that differences among educational groups in performance on individual tests are greater than the comparative rates of certification would indicate. The superiority of the college group on the M.T. is partly counteracted by a slight superiority of the high school group on the B.I.

function of differences in the educational background of the groups. For both college and high school cases the mean test scores of the glider group are consistently lower than those of comparable primary and secondary groups, with the exception of the M.T. (Tables 6 and 7). On this test there appear to be no consistent differences between glider applicants and primary and secondary applicants. On all tests, the inferiority of the glider applicants is more marked among men with previous flight training, in college and high school groups.

- 5. The glider groups appear to show the greatest inferiority to comparable primary groups on the N.C. test.
 - a. The critical ratios of both comparisons of primary and glider groups on the M.C. test are above 3.0 (Table 4). This is not true of the other two tests of the basic battery.
 - b. When the data are broken down according to amount of schooling the inferiority of the glider group on the M.C. test is more striking (Tables 6, 7). For college and high school groups the critical ratios of the differences in mean test scares are significant in four of the six comparison, and approach statistical significance in the remaining two. In the M.T. the differences are small and do not approach statistical significance. For the B.T. and the A.T. the differences are not consistently significant.
 - c. The percentage at and below the catting score on each test appears in Table 42. (These data are taken from Tables 11, 19, and 27.) Examination of this table shows that the only critical ratio which is in excess of 3.00 occurs for the difference between the groups without previous training on the M.C. test. The glider group has a slightly greater per cent of cases below the outting score.
 - d. For the data broken down according to schooling, the percentages at and below the cutting score appear in Table 43. (These data are taken from Tables 13, 15, 17, 21, 23, 25, 29, 31, and 35.) Again it is evident that the only critical ratio in excess of 3.00 occurs for the difference between the groups without previous training on the M.C. test, but this is true only of the high school group. The difference is again in favor of the primary applicants.

- e. The inferiority of the glider group is somewhat evident from the per cent polygons (Figures 1 to 8 inclusive). Although the differences are not clear-cut, the glider groups (with and without previous flight training) generally make lower scores than the comparable primary and secondary groups. There is no more than a suggestion that the greatest and most consistent differences occur for these groups on the M.C.
- 6. The intercorrelations of the test scores treated separately with respect to the factor of training preference show no apparent differences (Tables 46-48).
- 7. When attention is turned from a comparison of types of preferred training to a comparison of scores of those with and without flight experience, it is seen again that the degree of overlap is great. Greater flight experience is related to better performance on the B.I., M.C., and the A.I.
 - a. The cases with flight hours have a significantly higher mean score on all of these tests with the exception of the glider group on the M.C. (Table 5).
 - b. When the data are broken down in accordance with amount of schooling, the cases with flight experience again show higher mean scores on the B.I. and A.I., and the exception of no statistical difference in mean scores for the M.C. test is maintained for the glider groups that had high school and college training (Table 8).
 - o. Comparisons of percentages at and below the cutting scores for cases with and with no flight experience are given in Table 44. Those data are taken from Tables 11, 19, and 27. The same trend is evident for the B.I. in these comparisons because in all instances the cases with no flight hours have a higher percentage at and below the cutting score. On the M.C. the differences in percentage at and below the cutting score are not significant. No comparisons are made for the A.I. because a cutting score was applied only to the secondary group.
 - d. When the data on percentage at and below cutting score are broken down according to schooling (Table 45), the differences are consistent for the B.I., and the only significant difference in percentage that appears for the M.C. is for the primary group with college training. The group with no flight hours has a higher percentage of cases at and below the cutting score on the M.C. test. (These data are taken from Tables 13, 15, 17, 21, 23, 25, 31, and 33.)

- 8. In contrast to the results for the B.I., M.C., and A.I., greater flight experience is related to poorer performance on the M.T.
 - a. The cases with flight experience have significantly lower mean scores on the M.T. then the cases with no hours (Toble 5).
 - o. When the data are analyzed according to schooling (Table 8), the largest and nost significant differences are found in the high school groups. Although the difference is of a similar magnitude for the college glider applicants, it is not statistically significant.
 - c. The cases with flight experience have a significantly higher percentage of cases at and below the cutting ecore on the M.T. than the cases with no flight experience (Table 44).
 - d. When the cata are considered according to amount of schooling (Table 45), the differences are especially clear for the high school group. The cases with college training they a similar trend but the differences are smells, end not statistically significant.
- 9. The intercorrelations of the test scores for the glider and primary groups treated separately with respect to the factor of previous flight experience, and for the secondary group, show no apparent differences (see Tables 16-18).

DISCUSSION

The differences which appear between groups expressing a preference for glider training and those preforming primary training are too small to have practical significance. The nature of these differences, however, is of interest. There is a suggestion from the results that the applicante for glider training generally tended to have lower scores on all tests of the battery, and particularly on the M.C. The differences between glider applicants and primary applicants were more marked in the case of men who had had provious flight training. The group of cendidates who had had previous flight training and still expressed a preference for glider training may have included a greater number of those who had some difficulty in primary training so that they selected what appeared to be the loss exacting requirements of glider piloting. Inasmuch as there is some evidence that the deficiency of the glider group is more clear-cut on the M.C. test, the particular difficulty of these candidates may have centered around the mechanical comprehension needed in piloting a motor-powered plane. In so far as the A.I. is an achievement test, the results indicate that the glider applicants as a group also assimilated somewhat less information during their previous training.

The data also indicate that previous flight training had an appreciable relationship to test performance. It should be recognized that the relationship is almost certainly not a simple one. Hen with previous training probably obtained higher scores on some items as a direct result of flight experience. High scores on other items might reflect special characteristics, interests, and attitudes of those men who had sought out flight training prior to the inauguration of the C.A.A.-National Testing Service. It cannot be assumed, however, that the selective factors which operated at this period would continue to operate in the same way on later samples, or that factors leading to an early interest in aviation are necessarily related to success in flight training.

An item analysis might be expected to reveal (within the limitations noted above) which items proved most satisfactory in prediction regardless of the previous experience of candidates. A similar analysis in terms of preference for a given type of training might be justified if this choice is to be a significant one in the future. The possibilities for such analysis should also be kept in mind when other choices are offered, such as that between piloting helicopters and piloting traditional-type planes.

Aside from these practical issues, the study is of interest as indicating the way in which a candidate's selection of what he considers a less arduous course of training may reflect a certain degree of insight into his limitations.

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3.	M.T.	Scores,	No	Но	T. O	۾ ا	ø	2	ē	9	٠	•	•		•	Þ	۵	٠	13
4.	H.T.	Scores,	Ho	urs	•	•	•	•		9	E	•	ø	•	•	•	•	o	14
5.	M.C.	Scores,	No	Hot	ire	ę		ø	•	•	•	•	•	•	٥	•	0	÷	15
6.	M.C.	Scores,	Ho	m.a	to .	•	Ð	Ą	•	6	9	•		•	¢	ę	۰	Q	16
7.	A.I.	Scores,	No	Hor	lr e	g	Ð	Þ	в	3	ø	•	9	•	•	۰	e	0	17
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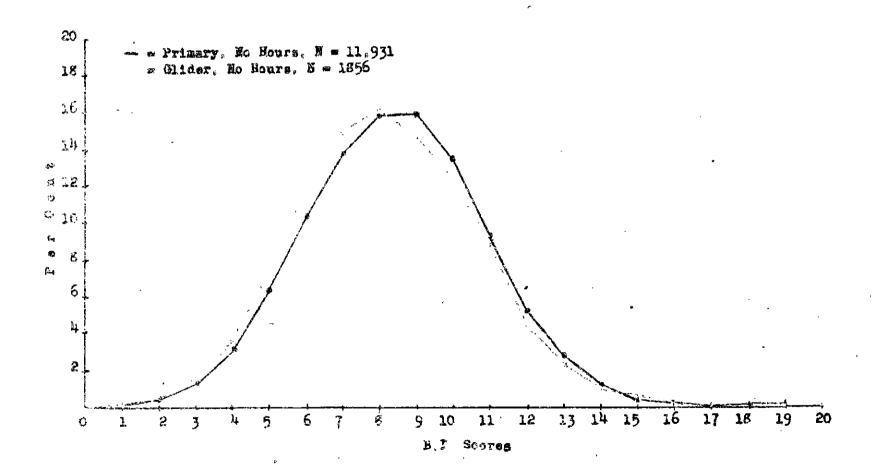


FIGURE 1

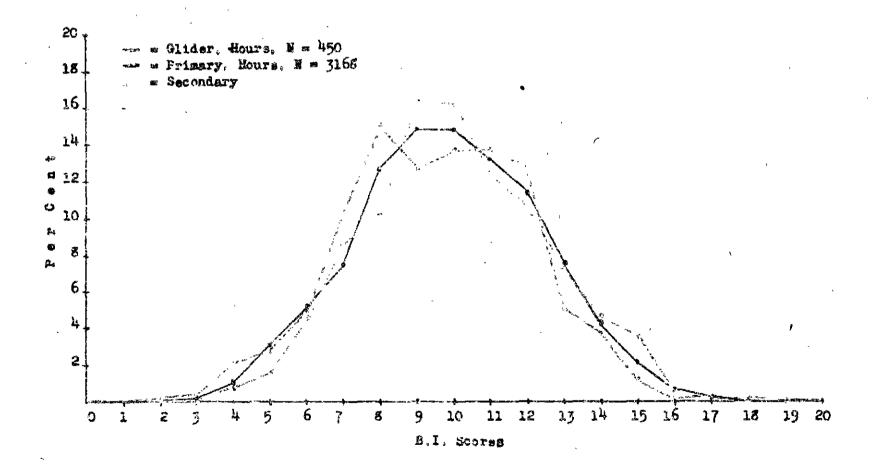


FIGURE 2

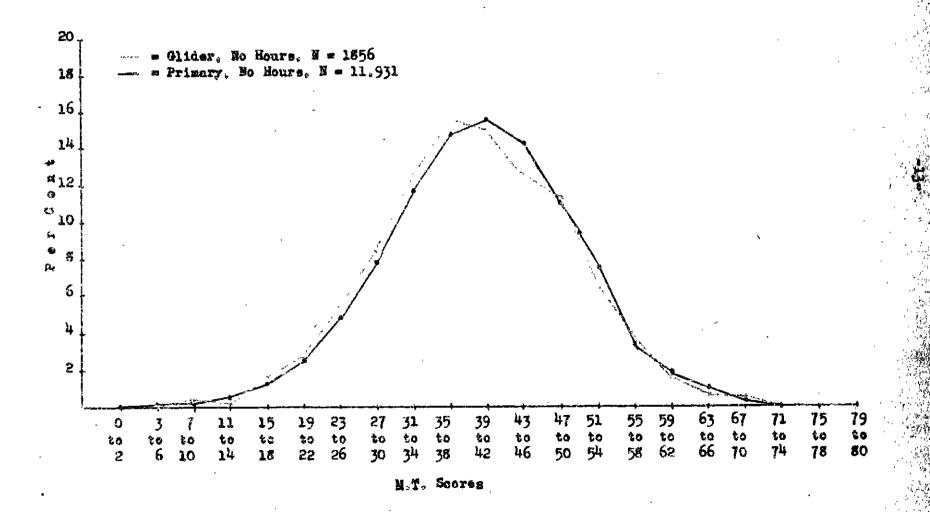


FIGURE 3

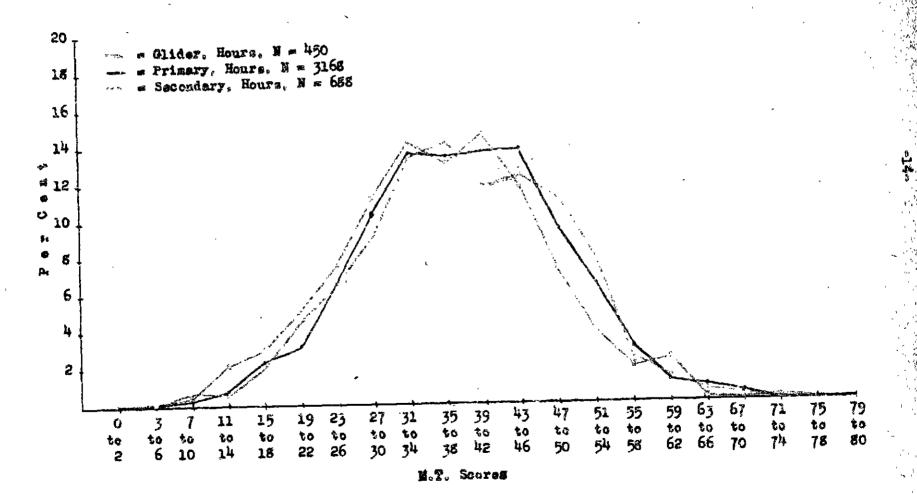
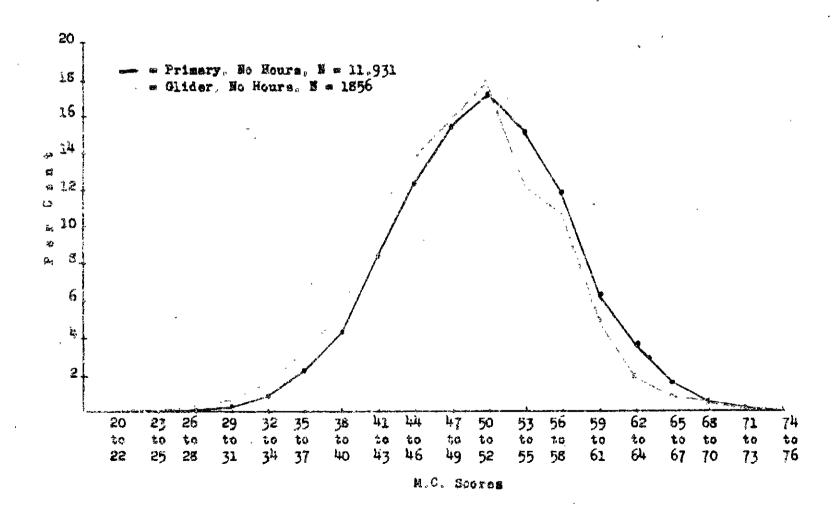
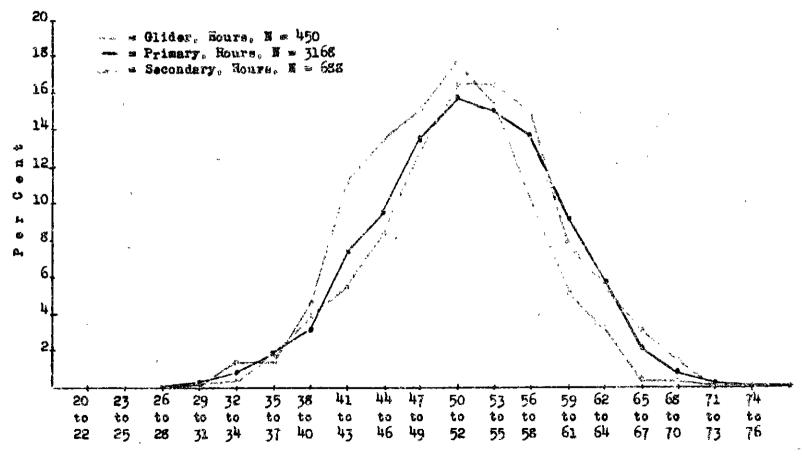


FIGURE 4

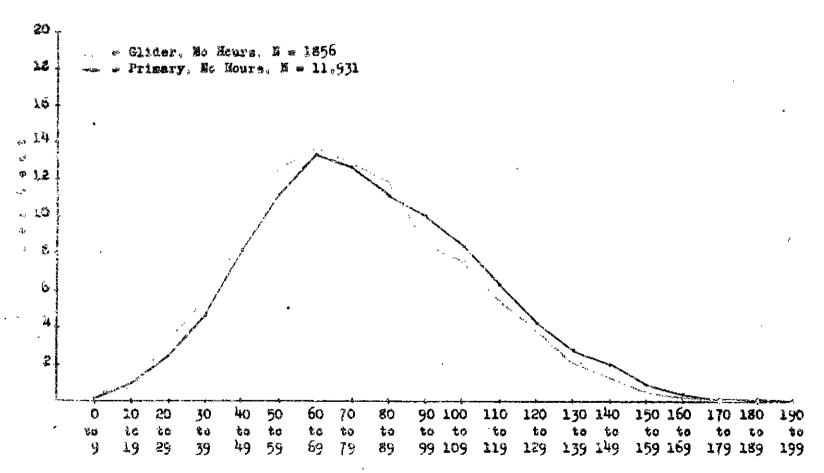


PIGURE 5



M.C. Scores

FIGURE 6



A.I. Soores

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A.I. Scores

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46.	Intercorrelations of C.A.A. Test Hattery (Glider - No Hours; Glider - Hours)	
47 -	Intercorrelations of C.A.A. Test Battery (Primary - No Hours; Primary - Hours)	
4 8 ,	Intercorrelations of C.A.A. Test Battery (Secondary)	

PERCENTAGE CERTIFIED AND UNCERTIFIED BY SUB-GROUP, GROUP, AND TOTAL POPULATION STUDIED IN THIS SAMPLE

			4	% of the	% of the Total Population
,		Cortified	1230	66,27	
	Ac Moure	Uncertified	626	33~73	
GLIDER		Total	1,858	100.00	10°5 6
ANTARK		Cortified	294	65.33	
	Hours	Uncertified	156	34.67	
		Total	450	100.00	2.49
		Cortified	1524	66.09	
	Total	Uncertified	782	33.91	
		Total	2306		12.75
		Certified	336 8	70.14	•
	Eo Hours	Vacertified	3563	29.86	
Peinary		Total	11931	100.00	65,94
* TYTHAM		Certified	2253	71.12	-
	Hours	Uncertified	915	25.55	
		Total	3166	100.00	17.51
		Certified	10621	70.34	
	Total	Uncertified	4478	29.66	•
		Total	15099	100.00	83.45
		Certified	470	68,31	
SECONDARY		Uncertified	218	31.69	
		Total	655	100.00	3.80
		Certified	11091	70.25	
TOTAL STANDARD	•	Uncertified	4696	29.75	
(Frinary and Se	coadery)	Total.	15787	100.00	87 . 2 5
		Certified	12615	69.72	
TOTAL POPULATIO	a	Uncortified	5478	30.28	•
(Glider and Sta	ndard)	Total	18093	100.00	•

TABLE 3

NEAN TEST SCORES

(Certified and Unpertified Combined)

			B.I.	M.T.	M.C.	A.I.	Flight Hours
49 T 11 150	Eo Hours (N=1856)	М езд	8.23 2.41	39.32 10.30	49.17 7.00	75-57 28.67	æ
GLIDER	Hours. (Self34*)	Mean o	9.55 2.54	36.12 10.94	49,80 6,78	99.23 30. 9 2	19.39 22.31
	Total (¥=2290)	Mean o	8.48 2.49	38,71 10,50	49,29 6,96	80.06 30.55	E r
PRIMARY	Ho Hours (N=11,931)	Nesa O	8.42 2.39	39.93 10.18	50,45 6,96	79.07 29.91	æ
things.	Hours S=3,059**)	Nesn T	9. 87 2.56	38.15 10.52	51.77 7.29	105.16 31.25	19.71 22.95
	Total (X=14,990)	o Neek	5.71 2.50	39°56 10°27	50.72 7.05	84,39 31,96	
	Secondary (M=576***)	H oe n o	10.32 2.53	38,29 10,77	52.47 7.40	117.2 7 30.25	51.36 29.51
TOTAL	Standard (Primary & Secondary) (E=15,566)	Mean G	8,77 2,51	39.52 10,30	50.79 7.07	55.61 32.50	হ ন হ ন

^{*16} additional cases were not included because they did not indicate flight hours.

^{**109} additional cases were not included because they did not indicate flight hours.

^{**** 112} additional cases were not included because they did not indicate flight hours.

TABLE 4
SIGNIFICANCE OF DIFFERENCE OF MEANS*
(Training Preferences)

(N. 8. 6. 15 (3	<u> </u>	Kean	B.I. Diff.	CP	Mean	M.T. Diff.	CR	Mean	M.C.	CR	Mean	A.I. Diff.	CR
And the state of the same	11931	8.42	n 10	3.17	39,93			50.45	1 25	7 2 L	79.07 75.57	7 50	4.86
Total Zello Roma	1856	g,23	0:19) o 4 (39,32		٠,٠٠٠	49.17	1,000	٠٠٠	75-57	J.,√	4,00
mnimitical large a	3059	9.87	0.20	2 22	38.15	2 07	7 67	51.77	1 07	5 63	105.16 99.23	5 07	7 77
Control of the	434	9.58			36,12	رن ۽	رە،ر	49.80	4031	9,01	99.23	و د -در	2013
Section CA. 15	576	10.32	0.7)	lı 50	38,29 36,12	2 17	7 14	52.47	2 67	E 06	117.27	າຂວາ	0.26
	434	9.58	(10)4	7429	36.12	2.17	J.17	49.80	2.67	7. 9 0	99.23	27 18.04 23	9:26

^{*}Cree which did not indicate the number of flight hours were omitted from Whate comparisons.

SIGNIFICANCE OF DIFFERENCE OF MEANS*
(Previous Training)

<u>Group</u>	N.	Mean	B.I. CR	Heap	M.T. Diff. CR	M C- Hean Diff CR	Mean Diff CR
Glider-Hours Glider-So Hours	** 34 1856	9 58 8 23	1 35 10,08	3612 3932	≈3.20 5.5 <u>5</u>	49 80 0 63 1.73 49 17	99.23 23.66 14.55 75.57
Primary-No Hours	3059 31931	3 8 7	1,45 88.32	38 ,15 39 ,93	=1.78 8,40	51-77 1-32-9-09 50-45	105.16 26 09 41.55 79.07
Secondary Primery-No Hours	576 11931	10 32 8 42	1.90 17.64	38 . 29 39 - 93	~1.64 3,58	52.47 2,02 6.44 50.45	117 27 38,20 29,62 79 07

^{*}Cases which did not indicate the number of f_ight hours were omitted from these comparisons.

TABLE (

MEAN TEST SCORES* (Certified and Uncertified Combined)

College

	-		B.I.	M.T.	M.C.	A.I.	
Glider	No Hours (E=546)	, Меал	7.84 2.55	43.74 10.17	50.13 7.31	81.66 30.38	
W4.2 W94	Hours	Mean	5° 66	41,65	51.23	103.31	
	(N=123)	σ	∂° 5#	9.80	7.05	31.18	
Primary	Wo Hours	Hean	S मेत्	43.64	51,47	83.80	
	(H=4734)	O	8 03	9.71	7.05	29.76	
rximery	Hours	Mean	9.45	42.77	53.18	111.03	
	(M=1076)	G	2.54	9.87	7.16	29.73	
Secondary	Total (E=270)	Near C	9	42.77 9.84	53.47 7.58	120.23 28.02	
		High Sci	120 <u>1</u>				
Glider	No Hours	Xean	8.46	37.99	48.77	73.91	
	(N=1249)	C	2.30	9.51	6.83	26,15	
	Hours	Mean	9 .86	35.09	49.4 7	99,56	
	(H=279	o	2,41	10.01	6.40	29,9 8	
Primary	No Hours	Nean	8.72	3 7.88	49 . 85	76.71	
	(N=6954)	G	2.31	9. 5 2	6.79	29.55	
•	Hours	Hean	10.21	36.24	51.19	103.04	
	(H=1877)	. o	2.48	9.72	7.18	31.23	
Secondary	(E=274)	Nean O	10.87 2,52	. 35.22 9.74	51.92 7.00	117.12 30.50	
	,	Grade 3	icheol .		·		
Glider	No Hours	Nean	6.79	26.92	48.57	55.28	
	(N=61)	C	2.28	9.21	6,64	29.42	
`	Hours	Mean	8 47	23,81	47.22	80,69	
	(N=32)	C	2.73	10,17	7.74	31,41	
Primary	No Hours	Mean	7,50	26.15	47 . 6 4	55.08	
	(H=243)	O	2,40	8.75	7 . 27	30.52	
- a augra J	Hours	Mean	8.14	25.26	47. 71	83.02	
	(%=106)	o	2.70	9.26	7.59	31.96	
Secondary	(K=32)	Nean G	9.13 2.22	26,72 8.57	48.75 7.50	93.6 9 35.23	

*Cases which did not indicate the number of flight hours were

TABLE 7

SIGNIFICANCE OF DIFFERENCE OF MEANS* (Training Preference) College

$\mathbf{B}_{n} \mathbf{I}_{n} \qquad \qquad \mathbf{M}_{n} \mathbf{T}_{n} \qquad \qquad \mathbf{M}_{n} \mathbf{C}_{n} \qquad \qquad \mathbf{A}_{n} \mathbf{I}_{n}$											_		
Group	N	Mean	Diff	CR	Mean	Diff	CE	Mean	Diff	CR	Kean	Diff	CR
Primary-No Hours Glider-No Hours	4734 546	8 03 7 84	19	1.7	43.64 43.74	-0.10	0.2	51.47 50,13	1,34	4.1	83 .80 81 .66	2.14	1,6
Primary-Hours Glider-Hours	1076 123	9, 45 9, 2 4	.21	0.8	42,77 41,65	1.12	1.2	53.18 51.23	1.95	2,9	111.03 103.31	7,72	2.6 ·
Secondary Glider-Hours	270 123	9.90 9.24	. 66	2,4	42.77 41.65	1.12	1.1	53.47 51.23	5, 24	2.9	120.23 103.31	16,92	5,21
High School													
Primary-No Hours Glider-No Hours	6954 1249	8.72° 8.46	, 26	3-7	37 . 88 37 .99	- 11 , -	0,4	49.85 48.77	1,08	5,2	76,71 73,91	2.80	3,2 €
Primary_Hours Glider-Hours	1877 279	10.21 9. 8 6	- 35	2,3	36,24 35,09	1,15	1.8	51 19 49,47	1.72	4,1	103.04 99.56	3.48	1.8
Secondary Glider-Hours	274 279	10.87 9.86	1.01	¥.8	35.22 35.09	0.13	0.2	51.92 49.47	2,45	4.3	117.12 99.56	17.56	6. 8
-				-	Grade S	chool							,
Primary-No Hours Glider-No Hours	243 61	7.50 6.79	.71	2,2	26.15 26.92	-0.77	ο.6	47 . 84 48 . 57	-0.73	0.8	55.08 55.28	-0,20	0.0
Primary-Hours Glider-Hours	106 32	8.47	= . 33	0.6	25.26 23.81	1-45	0.7	47.71 47.22	0.49	0.3	83,02 80,69	2,33	0.4
Secondary Glider-Hours	32 32	9.13 8.47	, 66	1.1	26.72 23.81	2,91	1.2	48.75 47.22	1.53	0,8	93.69 80.69	13.00 -	1.6

^{*}Cases which did not indicate the number of flight hours were omitted from these comparisons

TABLE 8

SIGNIFICANCE OF DIFFERENCE OF MEANS>

College

			B. I.	•		M. T.		1	M, C	~ 3	•	A. 1.	ا الرابع على العام
Group	: Martin and American	Nean	Diff	CR	Kean	Diff	CR	Mean	Diff	CR	Hean	Diff	CR.
Glider-Hours Glider-No Hours	123 546	9,24 7,84	2.40	5.3	41.65 43.74	-2.09	2,1	51,23 50,13	1.10	2.6	103.31 81 66	21.65	
Primary-Hours Primary-No Hours	1076 4734	9,45 5.03	1,42	16.7	42.77 43.64	-0.87	2,6	53.18 51,47	1-71	7.2	111.03 5 3.80	27.23	27 . Ú
Secondary Primery-No Hours	270 4734	9 90 8-03	1.87	12.3	42.77 43.61	78,0-	1,4	53.47 51.47	2.00	¥ ,2	120,23 23,80	3 6.¥3	20,7
High School													
Glider-Hours Glider-No Hours	279 1 2 49	9.86 8,46	1.40	8 ,9	35.09 37.99	-8.90	4,4	49,47 48,77	0.70	1,6	99.56 73-91	25.65	13.1.
Primary-Hours Primary-Ho Hours	1877 6954	10.21 8.72	1,49	23 4	36.24 37.88	-1,64	6.5	51.19 49.85	£.3 ¹⁴	7.3	103,04 76.71	26 , 33	30 F
Secondary Primery-No Hours	274 6954	10_87 8.72	2.15	13.9	35.22 37 88	~2.66	74 _ 74	51.92 49.85	2.07	ų g	117.12 76.71	40.47	21
Grade School													
Glider-Hours Glider-No Hours	32 61	8,47 6.79	1.68	3.0	23,81 26,92	-3.11	1,4	47.22 48 57	-1.35	8 . 0	80-69 55,28	25.41	3 4
Primary-Hours Primary-No Hours	106 243	8.14 7.50	0.64	2.1	25.26 26.15	- 0,89	0.8	47.71 47.84	-C.13	0,2	83,02 55.08	27.94	7.6
Secondary Primary-No Hours	32 243	9,13 7,50	1.63	3-9	26,72 26,15	0,57	0 4	48 75 47.84	0 91	0.7	93.69 55.06	38.61	5 9

^{*}Cases which did not indicate the number of flight hours were omitted from these comparisons.

SIGNIFICANCE OF DIFFERENCES OF FLIGHT HOURS (Difference in Means and Standard Deviations)

	,	<u>n</u>	Mean	Difference between keens	CR		Difference between Signas	CR
College	Frimary - Hours	1076 123	19.09 21.73	. ~2.6 ⁾	1.1	21,59 26,50	-4.91	2,8
High School	Primary - Hours Glider - Hours	1877	19.74	1.94	1.5	23.23	3.70	4,1
Grade School	Frimary - Houre Glider - Hours	106 32	25.47 24.22	1.25	0.2	29°42 25°68	3.74	1,0
Total Group	Primary = Hours Glider - Hours	3059 434	19.71 19.39	0.32	0.3	22.95 22.31	° 6†1	0.8

DISTRIBUTION OF B.I. SCORES
(Frequency and Per Cent at Each Interval)

		YR 1	<u> ខេត្ត ខេត</u>	₹ 7	-			7 8 8 0		,
Secra	Olider He Hours	Glider Hours	Primary We Nours	Primary	Secondary	Gilder Bo Hours	Glider Koure	Primary No Hours	House	Secondar
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15	ĉ	1	11	22	5	.11	,22	,09	204	
15	11	5	47	67	25 .	. 59	1.11	39	2.21	3 Fr
14	17		127	137	33	. 92	3.78	5.06	4 3/2	ak war
	43	17 23 58 62		244	33 51	2 21	5.11	2 79	: 70	dia se 3 m
13 12	85	58	333 636	355	75	4.58	12.59	1 33	13 52	10 cm
11	167		1125	421	56	9,00	13.78	9.43	13,23	See See
10	232	62	1620	472	112	12.50	13.75	13 58	14 90	16.83 j
9	273	57	1899	474	113	14,71	12.67	15.92	14.96	المناها أي
ä	298	57 58	1895	p-08	73	16.05	15. 11	15,88	12.58	7 77
7	274	46	1651		59	14,76	10.22	13.5¾	1.52	\$ 75
6	£22	23	1250	238 164	32	11.95	5.11	Jis 148	5.18	₽ 6° (1)
5		13	756	96	iz	7.06	2.89	6.42	3. 0 3	7 - 34
ų.	2.31 67	10	764	35	6	3, 61	2.82	3.05	2.10	8 · y
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Total M	1656	450	11931	3168	688					, ' ' ' -

Carried To

DIGIRLANTION OF BULL SCORES (Inc. 1980) at med Major Acts Interval)

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- 40		S.	49,29	200,00	39,65
	.00.00	co.cos	95.95	99.97	33,73
16	99.95	69.56	40.04	99.65	99.27
	59.813	99.3 3	99.27	98,99 93,88	93.65
1,	99.25	58.82	99, 13		94.61
L)	34. 33	34,112	91 29	92.55	50,18
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TABLE 12

DISTRIBUTION OF E. I. SCORES (Fraquency and Per Cent at Each Level)

College

Soore	Elider No Houra	FRE Glider Hours	QUENC Princry No Moure	Y Primery Hours	Secondary	Clider No Hours	PRE Mider Moura	Primery No Hours	Pelmary Hours	Secondary
80	-	~ =	-	-	-	771	-	,-	~	- · · ·
19 18	-	# 22		פרי	279	€ 12		5	17"	
18	er.	and the same of th	~ -	-#	sep.	≒	-	=	-	_
17 16 15 14	1	Ĩ	3-	2		.18	.75	ავნ	<u>ን</u> ድ	<u></u>
16	. ***		2	1	7		×-	<i>ارن</i> ی پ	53	· ·
15	λş	<u>=</u>	14;	Y_{i}	9	- 75	1.56	15.1	1.26	2 93
	*	5	7.5	, 3 <u>9</u>	14	1.23	3.52	. 39	3.50	4,56
13	7	É	100		21	1.25	4,69	2.11	5.47	2 93 4 56 5 84
12	20	12	· 571	114	32	3 : 66	9.50	4,46	10,22	30,10 -1
11	r, G	10	373	l¥L	32 36	7.69	0.38 7.81	7.88	12,65	22./3
10	70	15	541	108	ភឧ	12,82	14.05	22,43	111.17	15.5
9	58 77	18	717	175	52	10.62	Lit of	15.15	15.70	15 5£ 16 94
ช์	77	25	74 Ú	139	52 34 35 11	14,10	19.53	15.72	24,26	ll.Ö.
7	ËŠ	ą ti	59€	ā7	3 5	16,12	20.94	14.74	8.70	
6	75	-7	547	न? 85	្តី វីរុ	13.92	5.47	11.55	7.62	* Fyk.
F _i	1;2	<u>i</u> .	¥о́ц	38	ទ	. 7.69	3,13	8.53	5.41	4.6L.
Ú		5	519	38 17 5	14	6,41	زُوْ. زُ	4,63	1,52	1.30
3	35 17	í	8 5	Ę	1	3.11	, 75 , 75	1.80	, i, 5	33 ~
2	-1	=	28	ź	and a	.37	~,	\$59	27	
3	-	2-1	6		re.	- J	•	.13	12	
ō	**	-	** ***		7	हर	·£			m
39	546	123	4734	1115	307					ξ.
Mean	7.84					•				-
o o	2.55	2.63	2.44	2.5	3 2.18					
	*Applicants	with at	least one	year of	orlinge educe	llom				•

TABLE 13

DISTRIBUTION OF E. I. SCORES (Per Cent at end Below Each Interval)

College"

licesu	Glider Be Moure	Gilder	Primary Ro Hours	Primery Hours	Secondary
20	x9	d an	-	·=	e s
15	35 7	-	***	СTP	₩.
1,8		c ~	g#3	£2.	95 -
17	100.00	100,00	100.00	700°00	•
16	99.82	99.22	99.9 ¹ 4	99.82	•
15	99.82	99.22	99.89	99.19	190,00
14	99. 08	97.66	99.50	97.94	97 -07
13	97.80	93.75	98.71	9 4 ֆկ	92.51
12	96.52	8 9.06	96.60	E8.97	35.67
11	92.85	79.63	92.14	73.74	75.57
10	85.16	71.88	84,26	66.10	63.84
9	72.JH	57.81	72 83	51.93	48.21
9 8	61.72	43.75	57 69	36.23	31.27
7	47.62	ટ4 ે ટટ	41.97	21.97	20,20
6	31 . 50	13.25	27.23	13.27	8.79
ŀ,	1.7.58	7.81	15.57	5.55	4.23
Ĺį	9.89	4,€9	7.3k	2,24	1,63
30	3.45	, 78	2.51	. ,72	· 3 3
	-37	-	. JS	. 2 7	42€
Ĩ	-	-	. 13	₹=	4
Ø	***	C.	30.	œ	•

^{*}Applicants with at least one year of college education

TABLE 14

DISTRIBUTION OF B. I. SCORES (Frequency and Per Cent at Each Level)

High Schools

	•	FRE	QUENC	Y		PE	BCENT	<u>.</u>		
Soore	Glider No Hours	Hours	Primary No Hours	Frimary Rours	Secondary	Glider No Hours	Glider Hours	Primary No Hours	Primers Yours	Secondary
20	=.	==		<u></u>	=	•	Serv	•	==	a- , .
19	•	47.	l	**	2.		CES	LO.	213	.29
18	5 00	-	2	1	1	=	~	03 ،	و0.	. 23
17	20	1	1	7	. 📆	=	- 35	ู้ 0โ	. 36	.87
16	2	2	9	14	5	.16	ر 35ء	,13	sr.	1.45
15	7	3	33		16	" 56	1.04	.47	2.73	4,62
16 15 14	10	11	33 84	53 96	19	, go	3.82	1,21	4,94	5 49
13	34 64	16	231	181	27	2.72	5.56	3.32	9.31	7.80
13 12	бų	45	417	243	42	5.i2	15.62	6,00	12.50	12.14
11	125	48	738	243 269	46	10,01	16.67	10,61	13.84	13.29
10	159	38	1056	30 6	- 60	12.73	13.19	15.19	15.74	17.34
9	206	38 34	1146	286	54	16.49	11.81	16.48	14.71	15.61
8	207	39	1110	229	32	16.57	13.54	15.96	11.78	9.25
7	177	29	914	128	1 9	14.17	10,07	13.14	6.58	ર્કું ફિલ્
6	133	13	673	63	15	10.65	4.51	9.6s	6.58 3.21	5,49 4,34
5	87	13 6	. 34c	52	3	6.97	2.08	4.59	2,67	87
Ħ	27	ĵ†	131	52 14	ī	2,16	1.39	1.55	.72	. 29
3	8	2 .0	53	3.	ľ	, 64 ₁		. 76	÷05	.29
ž	3	350	13	30	1	. 24	€	.19	=	29
1	~ ~	2:0	ş	ž	æ	r a.	•	03 و	,05	= 1 · 1 · 1 · 1 · 1 · 1 · 1 · 1 · 1 · 1
0	**	-	=		ode .	3 0.	به.	-	= ',"	77
	v		C)-	- 11	. 1					-

N 1243 288 6954 1944 346 Mean 8.46 9.84 8.72 10.18 10.47 6 2.30 2.40 2.31 2.47 2.62

Applicants with at least one year of high acheol education, but no college education

REBUS 15

DISTRIBUTION OF B. I SCORES (Por Gent at and Below Fach Interval)

High School*

Score	Glider No Hours	Clider Hours	Prinary No Hours	Primary Houre	Secondary
20	٦.	6.54	-7m		==
£9	عد		100.00	10 500	100.00
18	÷	2.5	99.99	100,00	39.71
17	•	400,00	99.96	99.95	99,42
16	100.00	99,65	99.94	99.59	58.55
15	59.8H	99.31	99.81	98.87	97.11
<u>L</u> ŭ	99.28	98,26	99.34	96.14	92.49
13	98,45	9կ իկ	98 13	91,20	86.99
īś	95.76	88.69	94,81	£1.89	79.19
11	90, 63	73.26	88,81	69.39	67.05
10	80.62	5Ŕ 60	78,20	55.56	53.76
9	67.89	liz 40	63.01	39.81	36.42
ฮ์	51.40	31.60	45.53	25.10	20,81
	34,83	18,06	30.57	13.32	11.56
i 6	20,66	7.99	17.43	6.74	6.07
5	10,61	3.47	7.75	3.50	1.73
5 4	3.06	1 39	2.86	82	. 87
3	3 5	7.0	- 98	.10	. 58
2	. 24	apr.	, 22	05,	و2 ،
4	<u>~</u>	#-	,03	-05	a
Ö	900	2.		. =	e

^{*}Applicants with at least one year of high school education, but no college education

TABLE 16

DISTRIBUTIONS OF B I. SCORES (Frequency and Per Cant at Each Level)

Grade Suhcol

	•		FRE	QUENC	Ţ			PEB	CENT		
Score		<u>Wider</u> No Hours	Glider Hours	Primery No Hours	P_imary Hours	Secondary	Clider No Hours	Glider Hours	No Hours	P_leary Hours	Secondary
20			3	=		re	-,	-r <u>c</u>	-	**	•
19		cor.	-	rigan	-	®ed	c a		-25	-	√ =
19 15		*		v -	e-	d ro			=	-	
3.7		.700		=	E7	=	= -	mage:	\$ ~	-	**
文体		era	rie	* is	1	~	.m.:	<u>.e-</u>	±-	.92	<u>. </u>
£5			42		* =	ate	- SEC	-	-	- 26-	±
2 °,1			3.	ì	2	<i>1</i> "3	4	5 07	. ¹ /1	1,83	
1.7		= ,	ب 1	2	. 2	ž	x2	2.54	. 62	1,83	8.57
4.		ጎ #	-	£	E	2	1,6k	5.64	3.29	7 - 34	5.72
2.1		142	4	3.n	3.7	jt.	<u>-</u>	11.76	5.76	10 09	11 47
10		3	6	23 38	8	Ţ	· 4.92 .	17,65	9.47	734	21.43
3		9	5	3Ē	1.3	1.00 k	14.75	7, 7	14,81	11 53	20,00
B		T_{TT}	1.	43	20	5	22,95	11.76	16.87	18.35	14,29
7		. 9	3	39	13	5	14.75	8.32	16,05	11.93	14,29
6			3	30	16	· 3 -	21 . J1	8 82	12.35	£4.58	€ .57
5		ر 2	3	30 22	6	ĩ	3.28	5.82	9.05	5,50	2.86
2		* _v	ì	14	£.	1	s 20	2.94	5.76	3.67	2.86
3		2	2	8	e j	-=	1.64	2.94	3.29	3.67	
ź		→	2	3	1	æ ^a	3.28	2.94	1.23	92	, , , , , , , , , , , , , , , , , ,
ì.		÷.	2.37p	ş	ca.	<u></u>	1.64	45	. 52	~	Z.
0		i.	פרל	~	223	∞ •	1,64	e	145	-	166
	F	6 <u>1</u>	ક ૈંદ	5/13	3.09	35					
	Mean	8.79		2 7.50							
	5	2,28	2.79			3 2,26					ı
,						beyord grade	school				1 1

TABLE 17

DISTRIBUTION OF B. I. SCORES (Per Cent at and Below Each Interval)

Grade School*

Score	Glider No Kours	Glider Hours	Primary No Hours	Primary Sours	Secondary
20	80 0	~	=	€	a r-
19	=>	وي	200	sp.	
18	रू च	⇔	Sam.	- #	8
17	4700	175	≈		120
15	de:-	**	office .	100.00	=
15	#	, c	G EST-	99.08	¹ ••
14	=	100.00	100,00	99 _° 08	•
13	4 0.	97.06	99 .59	97.25	100,00
12	100.00	94,12	98°71	95.41	91.43
11	98.36	91.18	95.47	88,07	85 .71
10	98,36	79.41	89.71	77.98	74.29
9	93.44	61.76	60°52	70.64	62.86
8	78.69	47.06	65,43	58.72	42.86
7 5	55.74	35.29	48.56	40.37	28.57
	40.98	26.47	32.51	58 ՝ իր	14.29
, 5 , 4	19.67	17.65	20.16	13.76	5.71
· 4	16,39	8.82	11.11	8.26	2.86
3 2	8,20	588	5-35	4.59	-
	6.,56	5.911	2,06	.92	E
1	3.28	40	ູ ຊີ 2	es:	WD
0	1,64	P	30 2	74	con

^{*}Applicants with no formal education beyond grade school

TABLE 18

DISTRIBUTION OF M.T. SCORES

(Frequency and Per Sent at Each Interval)

		Charles and the last	EQUEEC	7.74		,	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	CHAR		
Socra	Olidar Bo Baura	Glider Hours	No Hours	Primary Moure	Secondary	<u> Glider</u> Eo Hours	Clider Hours	Prinary No Hours	Princry Hours	Secondary
79=80	2	œ	ì	, =	ant .	₈ 05	62 0	,03	-	
75-78	7		7	5	1	. 05		.06	್ಳ06	.15
71-74	21	· 1	18	2	∓≫-	750	,22	,15	-06	e :
57=7c	9	₽	46	12	2	ं भ्र	=	. 39	, 35	.29 🛵
C3- 6 6	13	1	120	25	捧	.70	· ,22	1,01	∘79	.58 🚓
59-62	30	11	213	3 5	3	1.62	5° <i>ħħ</i>	1.79	1.10	
55-58	30 71	9	418	95	2.7	3.83	2,00	3.50	3.G0	2.47
51-51	<u> 124</u>	1Š	916	95 205	54	6.68	4.00	7.68	6 5 0	7.85
47-50	210	33	1341	303	· 75	11.32	7.33	11,24	9.56	11.34
43-46	236	33 53 66	1712	441	ส6	12.72	11.78	14.35	13,92	12,50
39-42	280	66	1860	#3#	87	15.09	14.67	15.59 _.	13.70	12.50 11.77
35-35	291		1785	427	98	15,68	13.11	14.96	13.48	14,24
31-34	238	59 64	1420	436	94	12,82	14,22	11.90	13.76	13.66
27-30	156		وبالق	328	64	g ,41	11,33	7.95	10.35	9.30
23-26	101	34	585	211	46	5,44	7.56	4.90	6.65	6.69
19-22	52	51 34 24	306	10h	32	2.80	5.33	2.56	3.28	4,65
15-18	30	14	161	78	15	1.62	3.11	1.35	2.46	2.16
11-14	7	10	53	żo	Ĺ	.38	2,22	. iiii	<u>.</u> 63	.58
7-10	Ė	2	ĩš	5	14	.32	jth	.13	² 5	.58
3-6	-a	<u>-</u>	5	ì	Çan .	· "/—	,	ို့ဝိန်	.0 3	And the second s
0-5 2-4	sa '		, <u>,</u>	122	-	 	3 12	.; -au . 7	, -)	#
₽ ~ G	3. .		- -	1	-	_				
N	1856	450	11931	316g	688					•

TABLE 19
DISTRIBUTION OF M.T. SCORES
(Per Cent at and Below Sech Interval)

-50610	Glider No Hours	Glider Hours	Primary No House	Primary Hours	Secondary
79~ 5 0	100.00		100.00	25	3
75-78	99.95	en en	99. 99	100,00	100,00
71-74	. 99,89	100,00	99.93	99,94	100.00
67-70	99.89	100.00	99.78	99.87	99.85
63-66	99.41	99.78	99.40	99.50	99,56
59-62	98.7%	99,56	98.3 9	98.71	98.98
55-58	97.09	97.11	96.61	97.60	97.82
51-54	93.26	95.11	93.10	94.60	95-35
47-50	3 6 . 58	92.11	35.42	58 _10	87.50
43-46	75.27	53.78	74,18	78.54	76.16
39-42	\$2.,55	72.00	59.84	64 '68	63.56
35-36	47.47	57.33	44.25	50,92	51.89
٠ ١٠٠٠ ا	31.79	44,22	29.29	37 .44	37.65
27-30	18.97	30.00	17 - 38	23.67	23.98
23-26	10.56	18.67	9.43	13.32	14,6s
19-22	5.12	11.11	4.53	6. 6 6	7.99
15-18	2.32	5.78	1.96	3.38	3,34
11-14	. 7 0	2.67	.61	. 9 2	1,16
710	.32	ुभेष	.17	. 2 8	.58
3~6	30	∞	04	.03	Ap.
0=2	~55	æ	•	~. ;	15
*	1856	¥50	11931	3168	688

TABLE 20

DISTRIBUTION OF M. T. SCORES (Frequency and Per Cent at Each Level)

College

	FREQUESCY						PERCEFT				
Scors	Olider No Bours	Glider Hours	Primary No Hours	Primary Hours	Secondary	Glider No Hours	Olider Hours	Primary No Hours	Primary Hours	Secondary	
79-80	<i></i>	er	Į	5	a	₩	æ	.02		Assi	
75-78	1	=	- 4	2	1	18	37 2	.08	. 15	- 33	
71=74		±r.	1.3	8	₹7	. c=	425	.27	.18	·=	
67-70	5	<i>a</i> r	1.3 36	ĸ	2	1,10	9	. 76	-72	. 65	
63-66	10	l	85	15)	1.83	. 78	1.82	1,35	1.30	
59-62	22	6	137	23 62	. 8	4,03	4,69	2.89	2,06	2,61	
55-5 <u>8</u>	39 60	7	296	62	13	1.14	5.47	5.25	5.56	4.23	
51-54	50	8	549	1.25	lig	10.99	6.25	11,60	11,21	17,68	
7-50	76	15	709	2.68	47	13.92	11.72	14.98	15,07	15.31	
113-116	74	50	778	182	ny	13.55	15.63	15.43	16.32	15.31	
30-45	25	55	730	161	11 O	15.12	17.19	15,42	Tr fr	13,03	
35-58	75 48	19 14	586	159	37	23.74	14.84	12.38	11.57	12,05	
31-34			385	و0.	36	8,79	10.94	8 , 20 .	9.78	11.73	
27-30	19 16	9	236	70	15	3,48	7.03	4.99	5,28	4.89	
23-26	16	ڗ	99	45	, 9	2,93	2,34	2.09	ħ°Oħ	2,93	
19-88	6	v_{i}	59	7	5	1.10	3.13	1.25	. 63	1.63	
15-18	5 ′	15	17	5		1.10	42	- 36	۶ ^۱ ۰	55-	
11-11:	74	360	3	, <u>I</u>	Ţ.	**	=	, 17	و0.	٠33	
7-20	=	~	S	=	s limp	23	500	, O 1 4	"59 .	100 , 51	
_ვ-ნ	æ	***	7	76	162	serb.	~₩	~	57	토 내 살	
0-2	. *	E	בה	20	<u>.</u> .		-	ie.		•	
	546	758	4734	1115	3 0 ?						
	*Applicant	u with a	t least on	e yeer of	college sdu	eation				•	

42.85 9.75

43.74 10.1? 41.59 9.74 43.64 9 71 42.72 9.85

TABLE 27

DISTRIBUTION OF-M. T. SCORES (Per Cent at and Below Each Interval)

College

Score	Glider No Hours	Glider Hours	Primary No Hours	Primary Hours	Secondary
79-80	æ	care ·	100,00	w/2-	*40
75-80	100.00	æ	99.98	100.00	100,00
71-74	99.82	*	99.89	99.82	99.67
6770	99.82	€⁄	99.62	99.64	99.67
63-66	98.72	100.00	98.86	98.92	99,02
59-62	96.89 ·	99.22	97.04	97.58	97.72
55-58	92.86	94.53	94.15	95.52	95.11
51-54	8 5.71	89.06	87.90	89.96	90.88
47~50	74.73	82.81	76.30	7e:74	77-20
43-46	60.81	71.09	61.32	63 ଌ6େ ି	61.89
39-42	47.25	55.47	hh' 83	47.35	46.58
35-38	41°14	35 ° 28	29.47	32.91	33.55
31-34	17.40	23.14	17.09	21.35	21.50
27-30	8.61	12.50	8.89	11.57	9-77
23 -2 6	5. 13	5.47	3.91	529	4.89
19-22	2,20	3.13	1.82	1.26	1.95
15-18	1,10	, =	₂ 57	, 6 3	- 33
11-14	-	<u></u>	.21	و0ء	•
7 ~10	æ	~c ·	°Oft	•	~
3-6	- ,	en.	-		~
Ó=2	==	œ	110		450

^{*}Applicants with at least one year of college education

TABLE 22

DISTRIBUTION OF M. T. SCORES (Frequency and Per Cent at Each Level)

ligh School*

		FRE	QUENC	<u>X</u>	•	-	PER	CENT		
	Glidor	Glider	Primary	Princer		Glider	Glider	Primary	Primary	, ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;
Score	No Hours	Hours	Eo Hours	Hours	Secondary	No Hours	Rours	No Hours	Hours	Secondary
79-80	1	-	359	-		್ತ ೦೯	=	=	^	18 3
75-78	-m-	. 15	7	grás.	-	~	tor	`Ojr	-	• 🕳
7174		1	5	_	~	•	ء35	07	alle	***
67-70	3		1ó	46	- 2	الم الم	~ , , .	. 13	.21	•
63≂66	ą	en	द्रीम	10	50	ૃ 24	çue.	. ¹ 49	₋ 51	
59-62	ź	5	<u>1</u> 6. Հր	12	<u>>=</u>	و 64	1.74	1.09	.62	- J
55-58		ž	122	33	lį	2.56	. 69	1.75	1.70	1,16
51-54	32 61;	10	365	āí	12	5.12	3.47	5.25	4.17	3.47
47-50	133	18	631	135	31	10.57	6,25	9.07	6.94	g 96
43-26	162		927	255	38	12,97	10.76	13.33	13.12	10 98
39-42	. 188	51 43	1120	268	38	15.05	14.93	16.11	13,79	10.98
35-38	205	37	1179	287	58	16.65	12.85	16,95	14.76	16. 75 . 4
31-34	178	Į18	3 95	311	54	14,25	16.67	14.31	26. 0 0	15.61
27-30	132	35	576	Shit	41	10.57	12.15	9.72	12.55	11.65
23-26	76	29	ццз	147	3 3	6.08	10.07	6.37	7.56	9.54
19-22	37	17	214	87	23	2.96	5,90	3.08	វាំវាឱ	6. 65
15-18	17	g	111	58	9	1.36	2.78	1.60	2.95	2.60
17-14	Ś	3	32	10	z	°μο	1.04	¸4 6	.51	- 58
7-10	3	ĩ	័ 8ី	2	3	ં કો‡	∘35	~12	.10	.87
3-6	***	-	3	-		₹	E7	°Cyt	47	
Õ <u>~</u> 2	E	≂	·		den	==	1 =	es '	- er	
***	3 63:00	ersent me	E05):	بأراره و	wh.C					
Ri Wanner	3.54g	258	6954 37.88	19հկ 36.2	346 \$ 35.08					
Heen O	37.99 9.51					-				* '11

^{*}Applicants with at least one year of high school education, but no college education

TABLE 23

DISTRIBUTION OF M. T. SCORES (Per Cent at and Below Each Interval)

High School*

Scor &	Glider No Houre	Glider Hours	Primary No Hours	Primary	Secondary
79~80	100,00	794	=		थर
75-78	99.,92	-	100.00	F	•
71-74	99.92	300,00	99.96		ar.
67-70	99,92	99. 65	99.85	100,00	-
63-66	99, 68	99,65	99、75	9 9. 79	***
59 -6 2	99, 44	99.65	99,24	99.28	-
5 5-5 8	98,80	97.92	98,16	9 8 .66	100,00
51-54	96,24	97.22	96.40	96.97	98 . S 4
47-50	91 11	93.75	9115	92.80	95.38
113-46	8C. 54	8750	82.08	85.85	86,42
39-42	67 . 57	76.74	68.75	72.74	75.43
35~ 38	52,52	61.81	52.65	58.95	64.45
31-34	35,87	48.96	35. 6 9	W ₁ .19	47.59
27-30	21.62	32,29	21.38	28.19	32 06
23-26	11,05	20,14	11,66	15.6 ^L	20.23
19-22	4.96	10.07	5.29	80.8	10.69
15-18	2.00	4,17	2. 21	3.60	4.05
11-14	, 24	1.39	_ 462	. 62	1.45
7-10	_ 2 4	. 35	.,16	.10	.87
3-6	z.iv		°Oj}	•	•
Ó-2	æ	445	25	ee:	-m

^{*}Applicants with at least one year of high school education, but no college education

TABLE 24

DISTRIBUTION OF M. T. SCORES (Fraquency and Per Cent at Each Level)

Grade School*

Ça saru	Glider	Glider	QUEEC Primary No Hours	Y Primary Eoure	Secondary	Glider No Hours	P E R Glider Hours	Primary No Hours	Primary	Secondary
Scor3	NO ROUFE	Hour 8	NO BOULS	30 CT. E	Secondary.	TO TOPY N	TOULE	MG HOLLE	200	PodoWild 1
79-80	æ	as.		,=	:40-	Ball	`_=	F		۔ ر ِ • •=
75=78	an.	-		en en	Ċo-	, =	, 	æ.,	•	-
71-74	==¢	Clap	, •===	35 0	cr#	=			800	_ ′
67-70	÷	₩	-	-	=	₩	ca i	₽	3.	
6 3-66	Agu.	200	*	38°-	 -	te.	*	EE.	77	=
59-62	. (167	•	.	σ±	=		~	_	-
55-58	- -	4.0	••	=		•	11.	*-	=	-
51-54	***	~	2	100	±o.	6 55	150	్ట కొ2	, =	72
_ 47=50	2	==	1	MC.	-	3.28	. -	. 41	•	-
43-46	<i>∓</i> .	2	7	Ħ	1	400	5.88	2,55	3.67	2,86
39-42	. jt	1	10	5	3	6.56	2.94	4,12	4.59	8.57
35-38	8	3	20	11	3	13.11	8,82	8 , 23	10,09	8.57
31~3 ⁴	12	. 2	37	16	4	13.67	5.58	15.23	14.6g	11,43
27-30	5	7	37	14	8	8 ,20	20,59	15.23	12.84	22,86
23-26	9	2	43	19	ነት	14.75	5.88	17.70	17,43	11.43
19-22	9	3	33 33	10	并	14.75	8,82	13,58	9.17	11,43
15-18	7	6	33	14	6	11.48	17.65	13.58	12,84	17.14
$\frac{1}{1} = 1^{\frac{1}{4}}$	2	7	13 5 2	96	1	3.28	20,59	5.35	შ. 26	2.86
7=10	3	1	5	6	1	4,92	2.94	2,06	5.50	2,86
3-6	==	200	2	ı	-		engia.	୍ 82	ુ92	= .
0-2	÷		=	cong	۵t	=	*:4	÷	-	3=
M	61	3 4	243	109	35					
Mean	25 .92									-
6	9.21	9.9								
					beyond grade	echool				

TABLE 25

DISTRIBUTION OF M. T. SCORES (Per Cent at and Below Rach Interval)

Grade School*

Score	Glider No Hours	Glider Hours	Prisary Eo Hours	Fri mary Hours	Secondary
79=80	62	45		160	
75-78	-	.ar	40	20.	-
71-74	24	79	₩	900	_
67-70	aş	42	ago	-	
63-66	-	-=	=	-	_
59 -62	an∙	æ	ab -	-	-
55~58	_	=	•	-	32
51-54	und		100,00		
47-50	100,00	**	99.18		45
43-46	96,72	100,00	98.77	100,00	100,00
39-42	96,72	94,12	95 \$€	96.33	97,44
35-38	90,16	91.18	91.77	91.74	88.57
31-34	77.05	82.35	85°,54	81.65	80°00
27-30	57 - 38	76.47	68.31	66.97	68 57
23-26	49.1 5	55.88	53.09	54.13	45.71
19-55	34.43	50.00	35,39	36.70	34.29
15~18	19.67	41 18	21.81	27.52	22.86
11-14	8,20	23 53	8.23	14.68	5.71
7-10	4.92	2,94	2.88	6.42	2 86
3-6		78.	.82	,92	
0-2	•	- 6,	e	, J	ž zb.

^{*}Applicants with no formal education beyond grade school

TABLE 26

DISTRIBUTION OF M.C. SCORES
(Frequency and Per Cent at Each Interval)

		FRE	CARRC	Y			PER	CERT		,
Score	Olide: So Hours	Clider Hours	Primary No Hours	Prisery Hours	Secondary	Glider No Hours	Glider Hours	Primary No Hours	Frimery Hours	Secondary
74=76	3	-14	1	***	1	618h	35.	,01	ಎ	.15 -
71-73	2	3.	12	10	~	, 21	, 22	.10	- 3£	#
68-70	9	. 2	មុខ	26	10	៊ិ <i>ក់</i> ឱ	ំអ់ រ ្	ji0	ຸ ສິ2	1.45
65-67	15	2	181	67	22	"8 5	44	1,52	2.11	3.20
62=64	36	15	427	185	35	1 94 4 96	3.33	3.58	5.84	5.52
59=61	92	23	756	290		4 96	5.11	6.34	9.15	7.99
96-58	aoi	23 45	1427	435	103	10 83	10,00	11,96	13.73	14 97
53-55	225	69	1793	477	114	12,12	15.33	15.03	15.06	16.57
50−52	331	80	2048	504	114	17.63	17.78	17.17	15.91	16.57
47-49	29 4	68	1847	¥36	89	15.84	15.11	15.48	13.76	12.94
⊭ 44_45	259	61	1473	305	58	13.95	13.56	12.35	9.63	8.43
41-43	195	50	1011	238	39	10.51	11.11	5.47	7.51	5.67
38=40		٤́ı	506	101	žž	5.28	4.67	4,24	3.19	3.92
35= 3 7	98 61	-6	260	60	13	3.29	1.33	2.18	1.89	1.89
32-34	26	6	97	2),		1.40	1.33	.81	.76	1414
29-31	9	ī	33	7	3 2	, µ8	<u></u>	, 28 85,	, 22	.29
26-28	ź	-	7	. 3	.	,11	3 -	,°o€	¹ 09	
23-25			4			2=	_	.03	* - y	, ´
50-22	ςτ»	e•	í	ı est	Ę	2 %		oi	**	<u>*</u>
17-19	(ta -			and a	≖. .	72	*35	, _ 	- usta	×5.
14-16	æ	74	#	575	~	-	-	с.	est.	tu z,
a	1856	450	11331	3 16 8	688					

DISTRIBUTION OF N.C. SCORES
(For Cont. at and Below Ench Interval)

Score	Glider No Hours	<u>Olider</u> Hours	Prisery Bo Hours	Primary Zouro	Secondery
74-76	ty:	 .	300.00	11	100,00
71=73	100,60	100.00	99.99	100,00	
ร์ธิ-70	99.89	99.72	99.89	99,69	39.85
55 <u>-</u> 67	99.14	99.33	99,49	98.86	98,40
62-64	98.54	36 59	97.97	96.75	95.20
59=61	95.61	\$5.5E	94,39	90.91	89.68
56-5e	91.65	90 .44	88.06	81.76	\$1.69
52-55	80.82	áo iil	76.10	68.02	66.72
50-52	68.70	€5.11	£1.07	52,97	50.15
47.49	50.86	47-33	43.90	37.05	33.58
म्राम् ग्रह	35.02	32.22	28,42	23.30	20.64
41-43	21.07	18.67	16.05	i3,67	12,21
38 [−] 710	10,56	7.56	7.60	6,16	6,54
35-37	5.25	2 85	3.36	2,97	2.62
32.34	1,99	1.56	18 18	1.07	٠73
29~31	.59	25	- 37	.32	,2 <u>9</u>
25-28	ور ۽ دائ	, . **	, c 9	.09	, - 7
23-25	er die As	-	,°03	***	
20-22	.g-	-	301 301		rst:
17-19	ar- .sc	*	3 34 A	•••	 En
14-16	-		•	***	<u></u>
47TU	12	·	₩-	r-	143
簿	1856	1150	11931	3 16 8	688

TABLE 28

DISTRIBUTION OF M. C. SCORES (Frequency and Per Cent at Each Level)

College

							PE	RCEN	Ţ	14 E.,
Score	Glider No Hours	Glider	EQUEN Primary No Hours	C Y Prisary Rours	Secondary	Glider No Hours	Olider Roure	Primary No Hours	Primary	Secondary
74 75	2	4	1 9	<u></u> 8	1 28	-37	.78 .78	.19 65	.72 1.17	2.61
71-13	2 5	1	, 3 <u>1</u>	13 '	8	. 92 1 . 65	1.56	2.15	2.87	5.21 5.86
68⊆70 65–67	9	<u>5</u>	31 103	32	16 18	2.75	3.13	12.86	7.98 10.40	9,45 14,66
62~6 ¹ 4	. 9 15	} }	230 367	32 89 115 182	29 45	6.78	10,16 10,16	7.75 13.41	16.32	14,66
59-61	37 68	13 13	230 367 635	182	45 51	12.45 11.72	15.63	15.53	15,43	16,61 15,31
56-58 53-55	64	20 26	735	172 165	51 47	16,30	20.31	13,41 15,53 16,79 14,36	19,80 12,20	11.73
50-52	69 81	25 17	795 6 8 0	136 105	36	34.8 ¹ 4.7	13.28 10.16	10.94	3 h2	7,49 5,21
47-49 44-46	79	13 12	518	105 58	36 27 • 16	9,34		7,44	5.20 2.79	5,21 3,91
42-43	51	5 75	352 159	50 2e	12	3.85	1.56 1.56	3.56 1.61	1.08	3.91 1.63
38-40	51 21 16	2	76	12	5	2, 93 .92	1.56	. 6 5	,45	<u>sc</u>
35-37 32-31	5	2	<u> </u>	5 2	दर =१	.55		,23 ,02	. 18	
29=31	3	ret ret	11	-a	-3-	.18	2) 70	هه ۱۹ ۴۰	•	65 3
26-28 23-25	-, &	æ	গ ত	5	en.	-	# 7	**	~	
50~58	-2	es	**		130	638	ज्ञाद	e)	· **	, ,
17-19	~	-	s-	>-	£rr	fr.				•
1,4-16			! .	2311	307					
n H ere O	546 , 50.1 7.3		4734 30 51.49 33 7.09	1115 7 53.2 5 7.1	2 53.26					

[&]quot;Applicants with at least one year of chilege education

TABLE 29

DISTRIBUTION OF M. C. SCORES (For Cont at and Below Fach Interval)

College*

Score	Glider No Mours	Glider Hours	Primary No Rours	Primary Hours	Secondary
74-76	age.	o≈	100.00	e=	100.00
71-73	100,00	100,00	99. 98	100,00	99.67
48-70	99.63	9982	99.79	9928	99.67
65-67	98.72	98 . 444	99.13	98.12	97 . 07
62.6h	97.07	96.88	96.96	35 , 25	91.86
59-51	94.32	93-75	52.10	87 .26	85. 9 9
5 6 ~5∉	87 - 55	83.59	\$4.35	76.86	76.55
53-55	75.09	77 44	70. 93	60°2) †	61.89
- 50-52	63.37	57 - 81	55.41	45.11	45 28
47-49	47.07	37 50	38,,61	30.3%	29.97
44-46	32.23	5/1 25	24 25	18.12	18,24
41.4)	17.77	14.08	13.31	870	10.75
38-40	4 h2	4, 59	5.87	3.50	5.54
35-37	મ . 5્ટક	3.13	2.51	1.70	1.63
32-34	1,€5	1,56	. 91	.63	æ
29-31	· 73	=	. <i>2</i> 5	.18	. =
26~2 8	្ឋាន	-	.02	æ.	e#
23-25	-	*	Sprin	₹m.	45
20-22	ċ*	-	^-	10%	₩4
17-19	tæ	rec.	945	ries.	ces.
14-16	era.		•	æn.	æ

^{*}Applicants with at least one year of college education

TABLE 30

DISTRIBUTION OF M. C. SCORES (Frequency and fer Cent at Each Level)

High School*

r	. •		PERCEFT							
Score	Glider Zo Kours		Primary No Hours	Primary Hours	Secondary	Glider No Hours	Glider Rours	Primery No Hours	Primary Hours	Secondary
74-76	· a.	~	Lees.	*	vie.	e.	-	e.	f-a	žra-
71-73		Æ	3	2	**	zab	mp.	.04	,1 0	٠, , ,
68-70	Ļ	1	17	13	. 2	. 32 .40	35	∙ ° 5#	.67	.58
65-67	5	5	77	13 35 94	5	'nO	_==	1.11	1.60	1.45
62-64	21	9	195	94	20	1.68	3.12	2,80	¥.84	5.78
59-61	126 126	9 9 30 46	37€	172	25	4.32	3.12	5.41	E.85	7 23
56-58	126	30	771	239	55	10,09	70°45	11.09	12 29	15.90
53-55	156		1036	287	58 60	12.49	15.97	14.90	14.76	16.76
50=52	230	\50	1205	325		15,41	17.36	17.34	16.72	17.34
47-49	204	. 50 भग्र भृष्	1132	282	119	16. 33	14.93	16,28	1,4,51	14.15
i ş¼	166	là _L i	914	197	31 17	13.29	15.23	13.14	10.13	s .96
411:3	1,40	34	6HC	164	17	11,21	11.81	9.20	3 ំក្នុង	4,91
38-40	jle	16	325	72	13	5.92	5.56	4.67	3,70	3.76
35=37	42) 	171	38 18 4	7	3.36	1.39	2,46	1.95	2.02
32-34	20	5	63	18	2	1,60	h9	. 91	.93	58
29-31	6	ç <u>a</u>	20	, j i	2	≟ <i>j</i> t8		, 2 9	. 21	55
26-28	1	=	6	2	±	, ೧೮	==	, c <u>9</u>	10 -	dra.
23-25	 	e -	2	3	ati t		**	.03	- 	*
2Ó-22		TD	-	r	*:5	ಷ್	- 	.		ar
17-19	_	<u>es</u>	-	. Total	-	c. y	-	-		
14-16	e-	con .	¥ 75a	æ	=>	- `	7.	per	44	<u>-</u> '
æ ₹ æ !-								•		•
ធ្ន	15/10	288	6954	1944	346					•
Mean	48.77	49.41		51.19				4		
o S	6,33			7.17						

^{*}Applicants with at least one year of high school education, but no college education

TABLE 31

DISTRIBUTION OF M. C. SCORES

(Per Cent at and Below Each Interval)

High School*

Score	Glider No Hours	Glider Hours	Primary No Hours	Primary Hours	Secondary
74-76	, -	-	-	~	-
71-73		-	100.00	100.00	-
68-70	100.00	100.00	99.96	99.90	100.00
65-67	99.68	99.65	99.71	99.23	99.42
62-64	99.28	99.65	98.61	97.43	97.98
59-61	97.60	96.53	95.80	92.59	92.20
56 - 58	93.27	93.40	90.39	83.74	84.97
53-55	83.19	82.99	79.31	71.45	69.07
50-52	70.70	67.01	64.41	56.69	52.31
47-49	52.28	49.65	47.07	39.97	34 .9 7
44-46	35.95	34.72	30.79	25.46	20.81
41-43	22.66	19.44	17.64	15.33	11.35
38-40	11.45	7.64	3.44	6.89	6.94
35-37	5.52	2.08	3.77	3.19	3.18
32-34	2.16	.6 9	1.31	1.23	1.16
2 9- 31	-5 6	` -	-40	.31	.58
26-28	.08		.12	oi.	_
23-25	⊷	-	.03		-
20-22	-	-	-	<u> </u>	-
17-19	-	-	-	-	· -
14-16	-	-	-	_	

^{*}Applicants with at least one year of high school education, but no college education

TABLE 32

DISTRIBUTION OF M. C. SCORES (Frequency and Per Cent at Each Level)

Grade School

		FR	EQUEN			PEH CENT					
	Glider	Glider	Primary	Primary		Glider	Glider	Primary	Primery	a - a 16	
Score .	bo Hours	Hours	No Hours	Hours	Secondary	No Hours	Hours	No Hours	Hours	Secondary	
74-76	, 329	· #==	:S2	5	₩	=			12 8	-	
72-73	vac,	ņ=	<u>ھ</u> ے		⇒	œ	· es	=	=	e	
66-70	25	-	***	e =-	\ •===	, =	G	£2		 ,	
65-67	2	-	1	-	<u>1</u>	3,28	car.	* #1	4 *	2.86	
62=64	500	2	2	2	~		5.88	.82	1,53	=	
59-61	1	1.	13	2	1	1.64	2.94	5.35	1.83	2,86	
56−58	7	2	21	14	3	11.48	5.88	8,64	12°8#	8.57	
93-55	5	3	22	18	5	8,20	8,82	9.05	16,51	14.29	
50-52	12	3 14	47	14	7	19,67	11.76	19.34	12.54	20,00	
47-49	9	8	35	18	4	14.75	23.53	14,40	16.51	11 43	
44-46	14	, <u>y</u> j	ĥį.		Ħ	22.95	11.76	16.87	2.75	11.43	
41-43	l.	L,	19	3 16	. 6	6.56	11.76	7.82	14.68	17.14	
38-40	3	3	2ž	, <u> </u>	2	4,92	8.82	9.05	ಕ ಿ26	5.71	
35-37	ร์	-	13	10	1	4.92	=	5.35	9.17	2.86	
·32-34	í	2	3	1	1	1,64	5.88	1.23	92	2,86	
29-31	-	ì	ž	i	~	ಮ	2.94	₋ 82	, 92		
26 -28	Zes	×=		ī	r.\$		→	.≑ac	, 92	er:	
23-25	etc.	-T-	2	Ţ.	tipo	~	-929	.41	, gen		
20-22	e =	42	<u>,</u>	œ.		. =	:5	, 41	te -	 .	
17-19	2.5	=		₹.	5 20		mo	-	22.		
14-16	***	rus	₹	A100	=	<i>ي.</i>	•	dect	= 5	-	
20	C.		בינט	100	75					1	
N	61	34	243	109	35					- 1	
Mean	49.5	7 47.5	3 47.84	47.7	7 48,63 5 7,25	1				, ,	
6	6.6	5. 7.6	54 7.2	7.56	10%)						

^{*}Applicants with no formal education beyond grade school

TABLE 33

DISTRIBUTION OF M. C. SCORES (Per Cent at and Below Each Interval)

Grade School*

Score	Glider No Hours	Glider Hours	Primary No Hours	Primary Hours	Secondary
74-75	•••	c.es	and	c.	=
71-73		#	· 🖚	»e	~
68-70	ue:	5	**	•	.ma
65-67	100.00	æ	100.00	-	100,CO
62-64	96.72	100.00	99-59	100.00	97.14
5961	96.72	94.12	98.77	98.17	97.14
56-5 8	95.08	91.18	93.42	96.33	94.29
53-55	83.61	85,29	84.77	83.49	85.71
50-52	75.41	76.47	75.72	66.97	71.43
47-43	55.74	64.71	56 " 38	54 .13	51.43
44-46	40.98	41.18	41°98	37.61	40.00
41-43	18.03	29,41	25.10	34,86	28.57
3E-40	11.43	17.65	17.28	20.18	11,43
35-37	6,56	8.52	8.23	11.93	571
3 <u>2-</u> 34	1.64	8.82	2,88	2.75	2.86
29-31	-	2.94	1.65	1.83	•
26-23	-	**	ូ82	92ء	
23-25	==	-	.82	***	Gas.
20~22	•	-0	.41	œ	•
17=19	pp.	==	7 8		ø»
14-16	300	**	•	•	æ

^{*}Applicants with no formal education beyond grade school

PABLE 34

DISTRIBUTION OF A.I. SCORES

(Frequency and Fer Cent at Each Interval) -

		发 及 1	SQUENC	Ĭ			PEZ	CNAA		· · · · · · · · · · · · · · · · · · ·
Sanna	Olider Bo Bours	<u>Olider</u>	Primary	Primary	Sasandaustr	Olider No Hours	Glider Barre	Primary No Kours	Frinary	Sacanda We
Score	no cours	<u>Nours</u>	No Hours	Hours	Secondary	no www.	Hours	to more	Hours	Secondary
190-199		1	wa.v	1	to.	v	,22		.03	<u> </u>
180-189	Ç	æ	2	1	=	49	ers	,02	-03	36.
170-179	3	E3	6	26	9	.16	ಪ <u>ಕ</u>	۰ و۰،	82	1.31
160=169	5	7	39	73	27	. 27	1 - 58	₂ 33	2,30	3.92
150-159	9	13	102	235	48	<i>ីវ</i> ាំ 3	2.89	.85	4.25	6.98
140-149	2 4	εź	239	241	76	1.29	ધ.≴9	2.00	7 61	11.05
130=139	38	31	321	282	. 77	2,05	6.89	2,69	š 90	11.19
120-129	73	45	504	290	77 66	3.93	10.00	4.22	9.15	9.59 ^{-/}
110-119	101	5 <u>î</u>	752	392	70	5.44	11,33	6.30	12.37	10.17
100-109	141	58	1002	354	78	7,50	12.89	કું 40	11.49	11.34
90-99	159	58 46	1202	359	78 51	8.57	10.22	10,07	11.33	8.87
<u>\$0-89</u>	335	42	1,529	311	1979	11.98	9-33	11.14	9. 82	5.40
70-79	241	p2	2546	Ź ¹ 45	w;	32,9g	10-67	12.96	7-73	6.40
5 0≈69	255	38	1608	190	36 24	13.74	ម <i>ី</i> អូវ៉ា	13.16	5.00	5 23
50-59	235	19	1335	1 <u>2</u> 1	بَلْجُ	12,66	4,22	11.19	3.52	3,49
¥0= ¹ √9	لْدُنَّا لَلْهُ	17	9 7 8	75	14	5 , 67	3.78	8,20	2 37	2.03 🔻
30=39	105		549	37	6	5,66	1.11	4,60	1.17	.87
20-29	59	5 6	289	18	5	3.18	1.33	2,42	٠57	.73
10-19	17	T	112	5	چَ		, ŽŽ	ુ94	.16	. 29
0-9	É	-	31	5	3.	.92 .43		-15	.06	15
N.	1 856	450	1195	32.68	See					`h

TABLE 35

DISTRIBUTION OF A.I. SCORES
(For Cent at and Below Each Interval)

Score	<u>@lider</u>	Older Hours	Primary No Hours	Primary Hours	Secondary
190-199	, e.	100,00	es	100 °C0	<u> </u>
180-189	æ;	æ	100.00	.99-97	L* <u>#</u> ta
170-179	100,00	•	99.98	99.94	100.00
160-169	<i>გბ″&</i> #	99.78	99.93	99,12	98,6 9
150-159	99.57	98.22	99.61	96.81	94.77
140-149	99.08	95-33	98.75	92,55	87.79
130-239	97 - 79	90,44,	96.75	84.94	76.74
120-129	95.74	83.56	94.06	76.04	65,55
110-119	91,81	73.56	89.83	66.89	55.96
100-109	86.37	62,22	83.53	54 , 57.	45.78
90-99	78 . 77	49.33	75.13	43.02	34.45
80~89	70,20	39.11	65.05	31 . 69	25.58
70-79	58.24	29.78	53,92	21.58	19.19
60=69	45,26	19.11	40.96	14,14	12.79
5059	31.52	10.67	27.50	និ វិ អ្	7.56
ħ0≈ħô	ĩ8, 8 6	6, 144	16.31	4.32	4.07
30-39	10.15	2.67	g. 11	1.96	2.03
20-29	4.53	1.56	3.51	.79	1,16
10-19	1.35	,22	1.09	ŝž	ै _{र्मि} ग
0-9	.43	True	. 15	2 06 -	.15
3	1856	450	11932	3168	688

TABLE 36

DISTRIBUTION OF A. I. SCORES (Frequency and Per Cent at Each Level)

Collegs

		FRE	QUENC	T .			PRE	CEST		
Score	Glider No Hours	Clider Rours	Primary No Hours	Primary flours	Secondary	Glider No Hours	Glider Hours	Primery No Hours	Primary Hours	Secondary
190-199	our our	, -	das	1	ಘ	⇒a	==	32	.09	•
180-189		\$PP\$	ı	127	150			02	<u>.</u>	F.
170-179	2		5	12	3	37 ،	.	,11	1,08	ຸ 98
160~169	2	2	26	37	15	٠3٢	1.56	۰55	3.32	4.89
150-159	3	5	42	37 54	20	₋ 55	3.91	, 8 9	4,84	6.51
140=149	11	10	113	108	41	2,01	7.81	2.39	9.69	13.36
130-139	20	14	164	105	43	ჳ。66	10.94	3.46	9,42	14.01
120-129		14	241	126	32	ნ.04	10,94	5.09	11.30	10 .42
110-119	33 34 48	10	356	142	20	6.23	7.81	7.52	12.74	6. 51 .
100-109	ц́в		. 463	138	40	8.79	10.16	9.78	12.38	13.03
90-99	50	13 16	515	1 <u>1</u> 5	32 €.	9.15	12.50	10,58	20.31	10,42
80-89	77	11	577	103	17	14.10	8.59	12.19	3 <u>, 5</u> H	5 . 5 4
70-79	68	13	600	73	20	12,45	10.16	12.67	6,55	6.51
6 0~69	6 6	g	597	73 46	15	12.09	6.25	12.61	4.13	4.89
50-59	51 34	5 4	459	32	5	9 . 3 [[] 4	3.91	9.70	2.87	1.63
40-49	34		316	16	2	5.23	3.13	6,68	1.43	.65
30 -3 9	25	2	158	5	. 1	4.58	1.56	3.3 ^t	.45	.65 .33
20-29	20	1	78	1	~	- 3.66	. 78	1.65	و0،	=
10-19	2		19 4	1	27	ء 37	45	, 4o	و0ء	–
0=9	180	The State	1.	•	1	127	ortan	ୃମଞ୍ଚ	as	•33
B	546	128	4734	1115	307					
Mean	81.66	102,7								
0	30.38	31.5	3 29.76	29.8						
					college educ	ation		j.		•

TABLE 37

DISTRIBUTION OF A. I. SCORES (Per Cent at and Below Each Interval)

College*

2001.	Glider 30 Roure	Glider Hours	Prisery No Hours	Hours	Secondary
190-199	برجه	4,	-	100,00	o de la companya de l
180=189	₹-	25	100.00	9 9. 91	-
170-179	100.00	15	99. 98	99.91	200,00
160-169	99.63	100-00	99.87	98 - 83	99.02
150=159	99.27	98 ^{դի}	99.32	95 52	91. 11i
7,140=7,140	38.72	94.53	38 HH	90;67	57.62
130-139	96.70	86.72	96,05	80.99	74.27
120-129	93.04	75.78	92.59	71.57	60, 26
110-119	87 00	64. 84	87.49	60.27	49.8h
100-109	80.77	57.03	79 - 97	47 53	43.32
90-99	71 98	¥6.88	70.19	35, 16	30.29
80-89	62.82	3 ¹ 4 . 38	59.32	5H 8H	19.87
70-79	48 72	25.78	47.13	15.61	14.33
. 6¢-59	36.26	15.63	34,45	9 .06	7 . 82
50-59	24,18	9.38	21,84	4.93	2.95
40-49	14.84	5-47	12.15	2.06	1 30
30~3 <u>9</u>	8 G	2. 34	5.47	ւ63	, 6 5
20 -29	4 C3	,78	2,13	. 18	- 33
10-19	31		49	- 09	. 33
r-9	**************************************	æ	.08	***	-35

Applicants with at least one year of college education

Table 38

DISTRIBUTION OF A. I. SCURES (Frequency and Per Cent at Each Level)

High School*

	FREQUENCY							PER CHNT					
	Glider	Glider	Primary	Primary	,	Ullder	Glider	Primary	Prisary				
<u>Secre</u>	No Houre	Hours	No Hours	dours	Secondary	No Hours	Louis	No Hours	Hours	Secondary			
190-199	-	**	t-		* ==	' '	د ځځ	***	.7				
180-189	žace .	****	3.	l	- -	4		,01	05	- / - (,			
170-179	3	.72	l	14	6	OS	22	ે 0 1	.7ĝ	1.73			
160-16y	3	5	13	36 5 0	12	ै इंग	1.74	.19	1.85	3.47			
150-159	้อ	క	60	ŠO	26	48	ž.78	ۇھ ،	4,12	7 51			
140-149	13	11	122	128	34	1.04	3,82	1.75	6.58	9.83			
130-139	14	15	157	175	34 31 30 48	2 44	5.56	2,26	9,50	g.96			
120-129	38 57	29	257	157	30	پٽن. ت	10.07	3-70	8 08	8.67			
110-119	57	39	390	241	પૈક	5.36	17.54	5.61	12 40	13.87			
100-109	ВĢ	39 43 26	533	215	35	7.13	14,93	7,66	11,06	10 12			
90-99	106	26	675	232	35 26	. 8,65	9,03	9.71	11.93	7.51			
80±89	140	27	742	ર્ક્ક	26	11.21	9.37	<u> 10,66</u>	10.08	7.51			
70-79	<u> 3</u> 64	સ ફ	921	159	23	13,13	9.72	13.24	8.18	7.51 6.65			
50-69	183	25	982	1.36	23 16	21, 65	9 72	14,12	7.00	4,62			
50-59	176	11	Z47	74 54	15	14.09	3.82	12.18	3.81), }			
ko=kg	121	12	6 33	54	8	9. <i>5</i> 9	4.17	9,10	2.78	2.31			
30+39	74	2	358	26	Fj	5.92	69	5.15	<u>1</u> . htt	1 45			
30~ 30	73	2	179		Ţ	2.54	.69	2,57	.67	.87			
∴0-1 9	ψ. ω. Δε. ω. ♥		75	13	ž	. 88	==	1,05	, zi	.58			
u- 9	сŕ	⇔	Ĵ	7.	2=	, 32	200	.13	.05				
:ર્ષ	1249	288	6954	1944	346				•				
Mean	73.91		76.71	102.6	2 109.35	-				•			
***	28 11									•			

"Applicants with at least one year of high school education, but no college education

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Table 39

DISTRIBUTION OF A. I. SCORES (Per Cent at and Below Each Interval)

High School's

Score		Clider No Hours	Glider Hours	Frimary No Hours	Primary Hours	Secondery
190-199		™ o	100-00	~		4 E-
180-189		wec.	99., 65	100,00	100.00	
170-179		100°00	99.6 5	99-99	99.95	100.00
160-169	ν,	99.92	99.65	99.97	99,23	98.27
150-159		99. 68	97.92	99.78	97.38	94,80
140-149		99,20	95.14	98.92	93.26	87 ° 23
130-139		98,16	91.32	97.17	86.68	77.46
120-129		95.72	85.75	94.91	77.67	68 .50
110-119		93.67	75.60	91.21	69.60	59.83
100-109		88.31	62.15	85.61	57 . 20	45.95
90-99		81,18	47.22	77.94	46.14	35.84
80 -8 9		72°54	38.19	6 8ູ23	3 ¹ , 21	28.32
70≖79		61.33	28.82	57.58	24.13	20°87
6 0-6 9		48,20	19,10	44,33	15.95	14,16
50-59		33.55	9.38	30,21	8.95	9.54
110=119		19.46	5.56	18.Q3	5.14	5,20
30≈39		9.77	1.39	ฮ.93	2.37	2.89
20-29		3.84	.69	3.78	وء ع	1,45
10-19		1,20		ī.21	. 26	, 5ই
0-9		. 32	· ⇔	.13	.05	_

^{*}Applicants with at least one year of high school education, but no college education

TABLE 40

DISTRIBUTION OF A. I. SCORES (Frequency and Per Cent at Each Level)

Grade School*

		CORNC	<u> </u>		PER CENT					
	Olidar	Glider	Primary	Primary		Gliser	Glider	Primary	Primary	
Score	No Hours	Hours	No Hours	Hours	Secondary	No Hours	Hours	No Hours	Hours	Secondary
190-199	ion.	****	les,	Æ3	can-	****	**	c.	Ę.	-
130-189	=	jro.	Com		-		-	-	-	য়াছ
170-179	v.	**	₽	₹5	=	=	~≎	•	tho	=
160-169	-	700	fish.	.ms	***	Cate			77	•
150-159	-	***		1	2	-	30	-	કુટ	5.71
140-149	1 00	1	4	5	1	•	2.94	1.65	4,59	2.86
130-13 9		1	-	2	3	·=	2,94	#	1.53	8.57
120-129	2	2	6	7	јţ	3.28	5.88	2,47	6.42	11.43
110=119	-25	2	· 6	9	2	-	5.88	2.47	8 , 26	5.71
100-109	jì	2	6	11	3	6.56	5.88	2.47	10.09	8.57
90-99	1	ĵį.	12	12	3	1.64	11.76	. 4,94	11,01	8 . 57 ·
80=89	5	ŗţ	11	12	ī	້ 8 . 20	11.76	4.53	11.01	2 86
70=79	9	7	25	1.3	1	14.75	20,59	10.29	11.93	2.86
60-69	6	Ź	27	Ē	5	9.84	5.88	11,11	7.34	14.29
50-59	8	3	29	15	Ĭ.	13.11	8.82	11.93	13.76	11,43
40-49	5	1	29	5.	јŤ	9.84	2.94	11.93	4.59	11.43
30=3 9	6	1	3 3	Ĭ ₄	-	9,84	2.9h	13.58	3.67	= ₹,
20=2 9	ซ์	3	32	4	2	9.84	5 82	13.17	3.67	5.71
10=19	- 11	í	īë	==	=:	ნ. 55	2.94	7.4i	-	123
0-9	14	=	5	1	700	6.56	FR	2,06	,92	•
Ñ	. 6i	34	243	109	. 35					
Kean	55.28				3 88,71					
5	29.42				37.53					· .
					Arrand amada					

Applicants with no formal scucation beyond grade school

TABLE 41

DISTRIBUTION OF A. I. SCORES (Per Cent at and Below "ach Interval)

Grade School*

Score	Glider No Hours	Glider Hours	Prisary No Hours	Primary Hours	Secondary
190-199		•	€ ₹2	F5.	sp.
180-189	- =4	خد	₹	<i>ъ</i> -	1/2,
170-179	ren	45.4	9454	city.	£ 6
160-169	•	, sa	**	*=	•
150~159	₽	=	Aug.	100,00	100.00
140-149	∞	100,00	100.00	99.08	94,29
130-139	•	97.06	98.35	94.50	91.43
120-129	100,00	94,12	98.35	92,66	82.86
110-119	96.72	88.24	95.8 8	85,24	72.43
100-109	96.72	82.35	93.42	7798	65.71
90-99	90.16	76,47	90.,95	67.89	57.14
50-89	88.52	64.71	86.01	56.88	. 48.57
70-79	80 . 33	52.94	81.48	¥5.87	45.71
60-69	65.57	32.35	71 19	33.94	H2.86
50-59	55.74	26,47	60°08	26,61	28 . 57
40-49	42.62	17,65	48.15	12,54	17.14
30 - 39	32.7 9	14.71	36,21	8.26	5,71
20-59	22.95	11.76	22,63	4.59	5.71
10-19	13.11	2.94	9.47	ୃ 92	- -
0=9	6.56	=	2.06	-92	⊒ e

^{*}Applicants with no formal education beyord grade school

SIGNIFICANCE OF DIFFERENCE OF PERCENTAGES AT AND BELOW CUTTING SCORE*
(Training Preference)

			B.I.		•	M.T.		}	M.C.	
Group	**************************************	Per Cent	Diff.	CR	Cent	<u> D177</u>	CR	Per Cen2	Diff.	CR
Olider-Mc Houre	1856	12,55	1 <u>. 4</u> 0	1.71	18,97	1,59	1.63	10.56	2,96	3.93
Primary-Wo Hours	11931	11.15	-		17.38	- "	•	7.60		- J 2 B J
Glider-Houra Primery-Educe	1450 31 6 8	5,78 4,61	1.17	1.01	30-00 23-67	6.33	2.77	7.56 6.16	1.40	1.06
Cliler- Hours	1450 648	5.78 3.05	2.73	2,33	30.00 23.98	ક ્૦ 2	2,23	7,56 6,54	1-02	0,65

*Data for the A.I. were emitted because the cutting acore was used only for the secondary cases.

TABLE 47

SIGNIFICANCE OF DIFFERENCES OF PERCENTAGES AT AND BELOW CUTTING SCORE (Training Preference)

College

		В	<u>. I</u>	_	<u> </u>	<u>T</u>		M. C		
Group	<u> N</u>	Per Cent	Diff	<u>CR</u>	Per Cent	dice	CE	Per Cent	Diff	CR
Glider-No Hours Primary-No Hours	546 4734	17.58 15.67	1.91	1.1	8.61 9.89	-0.28	0.2	8.42 5.97	2,55	2.1
Glider-Hours Primary-Nours	128 1115	7.81 5.65	2.16	0.9	12.50 11.57	-0.93	0.3	4.69 3.50	1,19	0.6
Glider-Hours Secondary	128 307	7.81 4.23	3,58	1.4	12.50 9.77	2.73	0.8	4.69 5.54	~0. 85	0.4
			aig	h Scho	10 <u>4</u>				C	2
Glider-No Hours Primery-No Hours	1249 6954	10.01 7.75	2,26	2-5	21.62 21.38	0.24	0.2	11.45 8.44	3.01	3.1
Glider-Hours Primery-Hours	288 1 94 4	3.47 3.50	0.03	0.0	32.29 28.19	4.10	1.4	7.64 6.89	0.7 5	0.5
Glider-Hours Secondary	288 346	3-47 1-73	1.74	1.4	32.29 32.08	0.21	0.1	7.64 6.94	0.7 0	0.3
			Grad	e Scho	<u> </u>					4
Glider-No Hours Primary-No Hours	61 243	19.67 20.16	-0,49	0.1	. 57 .3 8 68.31	- 10.93	16	11.48 17.28	-5.80	1.2
Glider-Hours Primary-Hours	34 109	17.65 13.76	3.89	0.5	76.47 66.97	9.50	1.1	17.65 20.18	-2.53	0.3
Glider-Hours Secondary	34 35	17.65 5.71	11.94	1.6	76.47 68.57	7.90	0.7	17.65 11.43	6.22	0.7

LABINE 44

SIGNIFICANCE OF DIFFERENCE OF PERCENTAGES AT AND BELOW CUTTING SCORE* (Previous Training)

		B.I.			N.T			M.C.		
Group	·	Per Cent	Diff	CR	Cent	Diff	CR	Per Cent	Diff	CR
Glider-Hours	450	5.78	C ==	- A	30,00		l. ~	7.56		
Olider-No Hours	1856	12.55	-6.7 7	5.0	18.97	11.03	4.7	10.56	-3-00	2-1
Primary-Hours Primary-No Hours	3168 11931	4,61 11,15	-6,54	13.9	23,67 17,38	6.29	7.6	6.16 7.60	-1 4h	2.9
Secondary Primary-No Hours	688 11931	3.05 11.15	-6,10	11,3	23.98 17.38	6, 60	¥.0	6,54 7.60	-1.06	1.1

^{*}Data for the A.I. were omitted because the cutting score was used only for the secondary cases.

7A3.E 45

SIGNIFICANCE OF DIFFERENCES OF PERCENTAGE AT AND BELOW CUTTING SCORE (Previous Training)

College

		В.	I.		47 ~ 1	T.		<u> </u>	<u>c.</u>	
Group	N	Per Cent	diff	CR	Per Cent	<u>Diff</u>	CR	Per Cent	Diff	CR
Glider-Hours , Glider-No Hours	128 546	7.81 17.58	-9.77	3.4	12.50 3.61	3,89	1.2	4.69 8.42	-3.73	1.7
Primary-Hours Primary-No Hours	1115 4734	5.65 15.67	- 10,02	îl.5	11.57 8.99	2.68	2.6	3.50 5.87	- 2.37	3.7
Secondary Primary-No Hours	307 4734	4.23 15.67	-11.44	9.1	9.77 8.89	0.33	0.5	5.54 5.37	- 0.33	0.3
			<u> </u>	School	•				•	
Glider-Hours Glider No Hours	288 1249	3.47 10.01	-6.54	4.8	32.29 21.62	10.67	3.6	7.64 11.45	-3.81	2.1
Primary-Hours Primary-No Hours	1944 6954	3.50 7.75	4.25	8.1	28.19 21.38	6.81	6.0	6.39. 8.44	-1.55	2,3
Secondary Primary-No Hours	346 6954	1.73 7.75	-6.02	7.9	32.08 21.38	10.70	4.2	6.94 8.44	-1.50	1.1
			Grade	School						
Glider-Hours Glider-No Hours	34 61	17.65 19.67	-2,02	0.2	176.47 57 . 38	19.09	2.0	17.65 11.48	6.17	0.8
Primary-Hours Primary-No Hours	109 243	13.76 20.16	-6.40	1.5	66.97 68.31	-1.34	0.3	20.18 17.28	2.90	0.6
Secondary Primary-No Hours	35 243	5.71 20.16	-14.45	3.1	69.57 69.31	0.26	0.0	11.43 17.28	-5.85	1.0

TABLE 46

INTERCORRELATIONS OF C.A.A. TEST BATTERY

(Gliger = No Hours)

-	B.I.	M, T.	M.C.	A,I
B. I.	ccs.	.081	.2 1 2	. 2 9 4
M°T.		, 5	319	1418
M . C .				.452
A.1.		·	, -	æ
Keen σ N ≈ 1,856	8.23 2.41	39.32 10.30	49.17 7.00	75.57 28.67

(Glider = Hours)

	<u>B.1.</u>	M.T.	M ^r C.	ALL	gons
B , I ,	a	، 200	. 2 56	.330	. 114
M.T.		9.5	.386	.476	+,113
H,C.			era-	467	,,006
A, I,				**	,192
Houre					क्र
N = 434.	9.58 2.54	35,12 10,94	49,80 6.78	99,2 3 30,92	19.39 22.31

^{*16} additional cases were not included because they did not indicate the number of flight hours.

TALLE 47

INTERCORRELATIONS OF C.A.A. TEST BATTERY

(Frimary - No Hours)

	P. I.	And the second s	M.C.	A.I.
٦, ٦ ,	35.	. 0 9 3	。2 <u>3</u> 3	.329
M.T.		.	-3 ¹⁴ 3	,433
M.O.			, en	40,2
\$. X .				æ
Meen o N = 11,9	8,42 2,39 31	39.93 10.18	50.45 6.96	79.07 29.91

(Primary = dours)

	P.I.	N.T.	M ₂ C ₂	A.I.	Hours
R.I.	£	132	₄ 268	۶ 393	.174
K.T.		-20	.437	,465	677
M.C.			, and	.479	002
A,I.	,			200	205
Hours					75
Mean o H = 3.059°	9.87 2.56	35,15 10,52	51 .77 7 .29	105.16 31.25	19.71 22.95

^{*109} additional cases were not included because they aid not indicate the number of flight hours.

TABLE 48

INTERCORRELATIONS OF C.A.A. TEST BATTERY_
(Secondary)

	23	MoZ3	24 (34)	A.I.	Hours
B.I.	وب	. 104	, 281	.366 ,	- INS
L. T.		,	177	\\$39	- 05h
M.C.	•	-	\$2.0	,500	·094
A,Ž,		-		22-	. 7 723
Yours			,		ra
Near	10.32	38 - 2 9	52.47	117.27	57 35.
ø	2.53	10.77	7,40	30,25	29.51
N se	575*				•

fill additional cames were not included because they ald not indicate the number of flight boxes.

4