



World Database of Happiness

Correlational Findings

© on data collected: Ruut Veenhoven, Erasmus University Rotterdam

Findings on Happiness & INTELLIGENCE

Correlate Code: I 3

Classification of Findings

Number of Studies

<i>Correlate Code</i>	<i>Correlate Name</i>	<i>Number of Studies on this Subject</i>
I 3	INTELLIGENCE	0
I 3.1	Development of intelligence (career)	0
I 3.1.1	Earlier intelligence	3
I 3.1.2	Change in intelligence	1
I 3.1.4	Later intelligence	0
I 3.2	Current general intelligence	2
I 3.2.1	Test-intelligence	11
I 3.2.2	Reputation of intelligence	9
I 3.2.3	Self-perceived intelligence	3
I 3.3	Current specific mental abilities	3
I 3.3.1	Exact ability	1
I 3.3.2	Perceptual performance	2
I 3.3.2.1	. field independence	4
I 3.3.2.2	. perceptual rigidity	3
I 3.3.3	Sorting ability	8
I 3.3.4	Verbal ability	9
I 3.4	Intelligence defects	0
I 3.4.1	Mental retardation	1
I 3.4.2	Mental rest-ability	1
I 3.5	Attitudes to own intelligence	1
I 3.3.5	Memory	1

- Appendix 1: Happiness queries used
- Appendix 2: Statistics used
- Appendix 3: About the World Database of Happiness
- Appendix 4: Further Findings in the World Database of Happiness
- Appendix 5: Related Topics

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 Erasmus University Rotterdam, 2003, Netherlands

Study	BRAY 1980	<i>Page in Report:</i>	278
<i>Reported in:</i>	Bray, D.W. & Howard, A. Career Success and Life Satisfaction of Middle-Aged Managers Competence and coping during adulthood, pp 258-287, University Press of New England, Hanover, New Hampshire 1980. Also "Managerial Lives in Transition" by Howard, A. & Bray, D.W., The Guilford Press 1988.		
<i>Population:</i>	40+ aged, male managers, Bell Telephone Company, 1978		
<i>Sample:</i>	Non-probability purposive-quota sample		
<i>Non-Response:</i>	panel loss at T5: 37%		
<i>N:</i>	422 **)		

Measured Correlate

Class: Earlier intelligence Code: I 3.1.1

Measurement: Rating by 4 experts on the basis of multi-method assessments
during stays in assessment-center.

Rater instruction: " How able is this person in terms of the
functions measured by tests of intelligence, scholastic aptitude,
and/or learning ability?"

Assessed at T1 (20 years before T5).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-PL/c/rc/v/5/a	r=-.34 p<.01	T1 mental ability by T5 happiness.

Study	BRAY 1980	<i>Page in Report:</i>	278
<i>Reported in:</i>	Bray, D.W. & Howard, A. Career Success and Life Satisfaction of Middle-Aged Managers Competence and coping during adulthood, pp 258-287, University Press of New England, Hanover, New Hampshire 1980. Also "Managerial Lives in Transition" by Howard, A. & Bray, D.W., The Guilford Press 1988.		
<i>Population:</i>	40+ aged, male managers, Bell Telephone Company, 1978		
<i>Sample:</i>	Non-probability purposive-quota sample		
<i>Non-Response:</i>	panel loss at T5: 37%		
<i>N:</i>	422 **)		

Measured Correlate

Class: Earlier intelligence Code: I 3.1.1

Measurement: School and Abilities Test (SCAT)-Total.
A multiple-choice test composed of Verbal and Quantitative subscales measuring intellectual ability.

Assessed at T1 (20 years before T5)

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-PL/c/rc/v/5/a	r=-.26 p<.05	T1 mental ability by T5 happiness. Later analysis of the full study-group (N=266) also showed a significantly negative correlation (BRAY 1983: p302).

Study	SEARS 1977A	<i>Page in Report:</i>	40-62/4
<i>Reported in:</i>	Sears, P.S. & Barbee, A.H. Career and Life satisfactions among Terman's gifted women. Chapter 3 in: 'The Stanley, J.C., George, W.C. & Solano, C.H. (eds.) The Johns Hopkins Univ.Press Publ.1977, Baltimore and London, p.28-72		
<i>Population:</i>	"Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72		
<i>Sample:</i>			
<i>Non-Response:</i>	Attrition in 1972: 25%		
<i>N:</i>	1928 N=671: 1972 N=430		

Measured Correlate

Class: Earlier intelligence Code: I 3.1.1

Measurement:

- a. Teachers comparison with average in arithmetic.
- b. Teacher rates math as best (vs worst) subject.
- c. Parent report on special ability in math.
- d. Arithmetic quotient on Stanford Achievement Test.

Assessed in 1922.

Measured Values:

Error Estimates:

Remarks: Earlier ratings (1922) by present happiness (1972).

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
C-ASG/h/mq/v/5/a	AoV=+ p<.00	a.
	AoV= ns	b.
	AoV= ns	c.
	AoV= ns	d.

Earlier ratings (1922) by present happiness (1972).

Study	CLEME 1980/4	<i>Page in Report:</i>	103-107
<i>Reported in:</i>	Clement, F. Variation of several characteristics of personality in function, especially age, sexe Psychologie Francaise (1980), vol. 25, p. 95 - 113.		
<i>Population:</i>	50-69 aged women, France, 1975		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	747		

Measured Correlate

<i>Class:</i>	Change in intelligence Code: I 3.1.2
<i>Measurement:</i>	Self rating 0 lessened 1 still as good as ever
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>		
M-FH/u/sq/ol/9/a	DM=+ p<.001	Lessened Still as good as ever	M=5,81 M=6,87	Mt' =7,3 Mt' =8,6
O-HL/u/sq/ol/9/a	DM=+ p<.01	Lessened Still as good as ever	M=6,76 M=7,19	Mt' =8,5 Mt' =7,7
O-SP/u/sq/ol/9/a	DM=+ p<.01	Lessened Still as good as ever	M=6,06 M=6,56	Mt' =7,6 Mt' =8,2

Study	BRAY 1980	<i>Page in Report:</i>	285
<i>Reported in:</i>	Bray, D.W. & Howard, A. Career Success and Life Satisfaction of Middle-Aged Managers Competence and coping during adulthood, pp 258-287, University Press of New England, Hanover, New Hampshire 1980. Also "Managerial Lives in Transition" by Howard, A. & Bray, D.W., The Guilford Press 1988.		
<i>Population:</i>	40+ aged, male managers, Bell Telephone Company, 1978		
<i>Sample:</i>	Non-probability purposive-quota sample		
<i>Non-Response:</i>	panel loss at T5: 37%		
<i>N:</i>	422 **)		

Measured Correlate

Class: Current general intelligence Code: I 3.2

Measurement: Rating by 4 experts on the basis of multi-method assessments during stays in assessment-center.

Rater instruction: "How able is this person in terms of the functions measured by tests of intelligence, scholastic aptitude, and/or learning ability?".

Assessed at T5.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-PL/c/rc/v/5/a	r=-.30 p<.01	T5 mental ability by T5 happiness.

Study	BRAY 1980	<i>Page in Report:</i>	285
<i>Reported in:</i>	Bray, D.W. & Howard, A. Career Success and Life Satisfaction of Middle-Aged Managers Competence and coping during adulthood, pp 258-287, University Press of New England, Hanover, New Hampshire 1980. Also "Managerial Lives in Transition" by Howard, A. & Bray, D.W., The Guilford Press 1988.		
<i>Population:</i>	40+ aged, male managers, Bell Telephone Company, 1978		
<i>Sample:</i>	Non-probability purposive-quota sample		
<i>Non-Response:</i>	panel loss at T5: 37%		
<i>N:</i>	422 **)		

Measured Correlate

<i>Class:</i>	Current general intelligence Code: I 3.2
<i>Measurement:</i>	School and Abilities Test (SCAT)- Total. A multiple-choice test composed of Verbal and Quantitative subscales measuring intellectual ability. Assessed at T5.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-PL/c/rc/v/5/a	r=-.25 p<.05	T5 mental ability by T5 happiness Later analysis of the full studygroup (N=266) showed a significantly negative correlation. (BRAY 1983 p 302).

Study	BACHM 1970	<i>Page in Report:</i>	209
<i>Reported in:</i>	Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N. Youth in transition. Vol.II: The impact of family background on intelligence in 10th- Ann Arbor, Michigan, 1970, Institute for Social Research.		
<i>Population:</i>	Public highschool boys followed 3 years from grade 10, USA, 1966-69		
<i>Sample:</i>			
<i>Non-Response:</i>	2.8% incomplete information in 1966		
<i>N:</i>	T1:2213, T2: 1886, T3: 1799		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Quick Test of Intelligence (Amons & Amoons, 1962). Intelligence assessed at T1.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	Happiness was measured at T1, T2 and T3.

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-HP/g/mq/v/5/a	r=-.00	Happi ness T1
	r=-.00	Happi ness T2
	r=-.02	Happi ness T3

Happiness was measured at T1, T2 and T3.

Study	BACHM 1978	Page in Report:
<i>Reported in:</i>	Bachman, J. G., O'Malley, P. M., Johnston, J. Youth in transition, vol. VI: Adolescence to adulthood, change and stability in the lives Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1978	
<i>Population:</i>	Public highschool boys followed 8 years from grade 10, USA, 1966-74	
<i>Sample:</i>		
<i>Non-Response:</i>	2.8% at T1, 17.2% at T2, 21.0% at T3, 28.9% at T4, 28.5% at T5	
<i>N:</i>	T1 - T5: 2213/1886/1799/ 1620/1628	

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Respondent's scores on three tests of intelligence (the Quick Test of intelligence, section J (vocabulary) of the General Aptitude Test Battery, and the Gates test of reading comprehension) and mean of these scores. Assessed at T1
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

Happiness Query	Statistics	Remarks																									
O-HP/g/mq/v/5/a	tau=+ ns	<table border="1"> <thead> <tr> <th></th> <th>Quick test</th> <th>GATB</th> <th>Gates test</th> <th>mean</th> </tr> </thead> <tbody> <tr> <td>T1 happiness:</td> <td>_ = +.01</td> <td>+.04</td> <td>+.03</td> <td>+.03</td> </tr> <tr> <td>T2 happiness:</td> <td>_ = +.01</td> <td>+.01</td> <td>+.03</td> <td>+.02</td> </tr> <tr> <td>T3 happiness:</td> <td>_ = +.01</td> <td>+.00</td> <td>+.04</td> <td>+.01</td> </tr> <tr> <td>T4 happiness:</td> <td>_ = +.01</td> <td>+.03</td> <td>+.03</td> <td>+.02</td> </tr> </tbody> </table> <p>All _ not significant T1: 1966, T2: 1968, T3: 1969, T4: 1970</p>		Quick test	GATB	Gates test	mean	T1 happiness:	_ = +.01	+.04	+.03	+.03	T2 happiness:	_ = +.01	+.01	+.03	+.02	T3 happiness:	_ = +.01	+.00	+.04	+.01	T4 happiness:	_ = +.01	+.03	+.03	+.02
	Quick test	GATB	Gates test	mean																							
T1 happiness:	_ = +.01	+.04	+.03	+.03																							
T2 happiness:	_ = +.01	+.01	+.03	+.02																							
T3 happiness:	_ = +.01	+.00	+.04	+.01																							
T4 happiness:	_ = +.01	+.03	+.03	+.02																							

Study	FELDM 1984	<i>Page in Report:</i>	521
<i>Reported in:</i>	Feldman, D.H. A follow-up of subjects scoring above 180 IQ in Terman's "Genetic Studies of Genius" Exceptional Children, vol 51, 1984, p 518-523		
<i>Population:</i>	Gifted children (IQ >140), born ±1910, followed ± 60 years, California,USA, 1921-72		
<i>Sample:</i>			
<i>Non-Response:</i>	Attrition at T9: 25%		
<i>N:</i>	52		

Measured Correlate

Class: Test-intelligence Code: I 3.2.1

Measurement: IQ score on the Stanford-Binet test at age 12

1. gi fted (IQ > 140) N = 26
2. very gi fted (IQ > 180) N = 26

Gi fted drawn at random from 1500 gi fted subjects (Terman geni us sample). The very gi fted are all subjects in this group that scored 180 or more.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
C-ASG/h/mq/v/5/a	D%=±	% sati sfi ed - femal es: gi fted 64% (few had worked) very gi fted 57% (only y who had worked) - mal es : gi fted 68% very gi fted 74%

Study	GEORG 1978	<i>Page in Report:</i>	845
<i>Reported in:</i>	George, L.K. The impact of personality and social status factors upon the levels of activity and Journal of Gerontology, vol 33, 1978, 840-847		
<i>Population:</i>	50+ aged, whites, Durham, North Carolina, USA, 197?		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	380		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Form C of the Cattell (1970) 16 personality factor questionnaire
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-BB/cm/mq/v/2/a	Beta=.00 ns	β controlled for the other Cattell personality variables.
	Beta=	$\beta = .00$ ns after control for the other Cattell personality variables. $\beta = -.03$ ns after further control for the sociodemographic variables: sex/age/education/occupational prestige/health impairment/marital status and employment status.
	Beta=-.0 ns	β further controlled for the sociodemographic variables: sex/age/education/occupational prestige/health impairment/marital status and employment status.

Study	PALMO 1972	<i>Page in Report:</i>	70
<i>Reported in:</i>	Palmore, E.B. & Luikart, C. Health and social factors related to life satisfaction. Journal of Health & Social Behavior, 1972, vol. 13, p. 68-80		
<i>Population:</i>	46+ aged, whites, North Carolina, USA, 1968		
<i>Sample:</i>	Probability stratified sample		
<i>Non-Response:</i>			
<i>N:</i>	502		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Four subtests of the Wechsler Adult Intelligence scale (see Wechsler, 1955). Information, vocabulary, digit symbol and picture arrangement.
<i>Measured Values:</i>	Actual range: 10-60 M= 36.1 SD=9.0
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-BW/c/sq/l/10/c	r=+.05 p<.	

Study	PANDE 1971	<i>Page in Report:</i>	329
<i>Reported in:</i>	Pandey, C. Popularity, rebelliousness, and happiness among institutionalized retarded males. American Journal of Mental Deficiency, 1971, p. 325-331.		
<i>Population:</i>	Mentally retarded males, hospital, USA, 196?		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	149		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Data obtained from hospital records.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdn/?/7/a	r= ns	Open ward : r = +.04 (ns) Closed ward: r = -.16 (ns)

Study	SEARS 1977A	<i>Page in Report:</i>	40-62/4
<i>Reported in:</i>	Sears, P.S. & Barbee, A.H. Career and Life satisfactions among Terman's gifted women. Chapter 3 in: 'The Stanley, J.C., George, W.C. & Solano, C.H. (eds.) The Johns Hopkins Univ.Press Publ.1977, Baltimore and London, p.28-72		
<i>Population:</i>	"Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72		
<i>Sample:</i>			
<i>Non-Response:</i>	Attrition in 1972: 25%		
<i>N:</i>	1928 N=671: 1972 N=430		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Combined Quotient on Stanford Achievement Test in 1922.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
C-ASG/h/mq/v/5/a	AoV= ns	Earlier IQ (1922) by present happiness (1922).
M-PL/h/sq/v/5/b	Chi²= ns	

Study	SIGEL 1981	<i>Page in Report:</i>	970
<i>Reported in:</i>	Sigelman, L. Is ignorance bliss? A reconsideration of the folk wisdom Human Relations, vol. 34, 1981, p. 965-974		
<i>Population:</i>	18+ aged, general public, non-institutionalized, USA, 1974-76		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	2650		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Thorndike Intelligence Test (Thorndike, 1942); shortened form
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-HL/c/sq/v/3/aa	r=+.06 ns rpc=-.04 Beta=+.0	rpc controlled for: age, gender, race, education, family income, marital status, church attendance, political participation and health. β controlled for: age, gender, race, education, income, marital status, church attendance, political participation and health.

Study	WASHB 1941	<i>Page in Report:</i>	283
<i>Reported in:</i>	Washburne, J.N. Factors related to the social adjustment of college girls. Journal of social Psychology, 1941, vol. 13, p. 281 -189.		
<i>Population:</i>	Female college students, New York, USA, 194?		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	238		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Those below vs those above the 75th percentile of college students in the Ohio State University Psychological Examination - Form 17.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-CO/??q/?/0/a	D%=+ p<.s	Stronger among freshmen Lower among juniors L-shaped curve: significant among unhappy students only
	SNR= + p<. s	Stronger among freshmen Lower among juniors L-shaped curve: significant among unhappy students only

Study	WATSO 1930	<i>Page in Report:</i>	88/89
<i>Reported in:</i>	Watson, G. Happiness among adult students of education. Journal of Educational Psychology, 1930, vol. 21, p. 79-109		
<i>Population:</i>	Graduate students of education (teachers), Columbia University, USA, 193?		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	388. See "Remarks"		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1
<i>Measurement:</i>	Otis S-A test of mental ability
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-BW/g/mq/v/2/a	r= - ns	Mal es : r = -.03 Femal es : r = -.09
O-HL/g/oq/n/11/a	r=-.04 ns	Mal es onl y
O-HP/u/sq/v/10/a	r=-.04 ns	Unaffected by sex

Study	WESSM 1966/2	<i>Page in Report:</i>	123
<i>Reported in:</i>	Wessman, A.E. & Ricks, D.F. Mood and personality Holt, 1966, New York, USA		
<i>Population:</i>	Male college students, followed 3 years, Harvard University, USA, 1957-60		
<i>Sample:</i>			
<i>Non-Response:</i>	37%: 9 dropouts, incomplete; about the same happiness distribution.		
<i>N:</i>	17		

Measured Correlate

<i>Class:</i>	Test-intelligence Code: I 3.2.1		
<i>Measurement:</i>	1. Scholastic aptitude score (S. A. T.) 2. Mathematical aptitude score (M. A. T.)		
<i>Measured Values:</i>			
<i>Error Estimates:</i>			
<i>Remarks:</i>			

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.12	ns
	r=+.17	ns

Study	WEBB 1915/1	<i>Page in Report:</i>	26
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	Male college students, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	194		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdp/ro/7/a	r=+.43	

Study	WEBB 1915/1	<i>Page in Report:</i>	26
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	Male college students, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	194		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdp/ro/7/a	r=+.37	

Study	WEBB 1915/1	<i>Page in Report:</i>	26
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	Male college students, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	194		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdp/ro/7/a	r=+.20	

Study	WEBB 1915/1	<i>Page in Report:</i>	26
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	Male college students, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	194		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdp/ro/7/a	r=+.42	

Study	WEBB 1915/1	<i>Page in Report:</i>	26
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	Male college students, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	194		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Trained peer rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdp/ro/7/a	r=+.24	

Study	WEBB 1915/2	<i>Page in Report:</i>	27
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	±12 aged, male school pupils, London, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	140		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Class-master rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdt/ro/7/a	r=+.47	

Study	WEBB 1915/2	<i>Page in Report:</i>	27
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	±12 aged, male school pupils, London, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	140		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Class-master rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdt/ro/7/a	r=+.48	

Study	WEBB 1915/2	<i>Page in Report:</i>	27
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	±12 aged, male school pupils, London, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	140		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Class-master rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdt/ro/7/a	r=+.57	

Study	WEBB 1915/2	<i>Page in Report:</i>	27
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	±12 aged, male school pupils, London, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	140		

Measured Correlate

Class: Reputation of intelligence Code: I 3.2.2

Measurement: Class-master rating on a 7-point scale on the basis of observation during 6 months.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdt/ro/7/a	r=+.52	

Study	BACHM 1970	<i>Page in Report:</i>	242
<i>Reported in:</i>	Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N. Youth in transition. Vol.II: The impact of family background on intelligence in 10th- Ann Arbor, Michigan, 1970, Institute for Social Research.		
<i>Population:</i>	Public highschool boys followed 3 years from grade 10, USA, 1966-69		
<i>Sample:</i>			
<i>Non-Response:</i>	2.8% incomplete information in 1966		
<i>N:</i>	T1:2213, T2: 1886, T3: 1799		

Measured Correlate

Class: Self-perceived intelligence Code: I 3.2.3

Measurement: 3-item index of closed questions on self-perceived ability, intelligence, and reading ability compared with other boys of the same age.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-HP/g/mq/v/5/a	r=+.12 p<.01	Both variables assessed at T1.

Study	KAMMA 1983/2	<i>Page in Report:</i>
<i>Reported in:</i>	Kammann, R.; Flett, R. Sourcebook for Measuring Well-being with Affectometer 2. Why Not? Foundation, Dunedin, New Zealand.	
<i>Population:</i>	18+ aged, general public, Dunedin, New Zealand, 1983	
<i>Sample:</i>		
<i>Non-Response:</i>	52%	
<i>N:</i>	112	

Measured Correlate

Class: Self-perceived intelligence Code: I 3.2.3

Measurement: Single direct question how one felt during the instructed time period (or otherwise in the past few weeks):
"How often have you felt clear-headed?"
Rated on a 5-point scale ranging from
'not at all' to 'all the time'

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-BK/cm/mq/v/5/a	r=+.59 p<.01	
M-FH/c/sq/v/7/a	r=+.37 p<.01	

Study **KAMMA 1983/2** *Page in Report:*

Reported in: Kammann, R.; Flett, R.
Sourcebook for Measuring Well-being with Affectometer 2.
Why Not? Foundation, Dunedin, New Zealand.

Population: 18+ aged, general public, Dunedin, New Zealand, 1983

Sample:

Non-Response: 52%

N: 112

Measured Correlate

Class: Self-perceived intelligence Code: I 3.2.3

Measurement: Single direct question how one felt during the instructed time period (or otherwise in the past few weeks):
"I think clearly and creatively"
Rated on a 5-point scale ranging from
'not at all' to 'all the time'

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-BK/cm/mq/v/5/a	r=+.33 p<.01	
M-FH/c/sq/v/7/a	r=+.20 p<.05	

Study	LUDWI 1971	<i>Page in Report:</i>	64
<i>Reported in:</i>	Ludwig, L.D. Elation-Depression and skill as determinants of desire for excitement. Unpublished doctoral dissertation, 1971, University of Wisconsin, USA.		
<i>Population:</i>	Female students, undergraduates, University of Wisconsin, USA, 197?		
<i>Sample:</i>			
<i>Non-Response:</i>	81%; 61% refusal, 5% eliminated on basis of screening data, 15% miscellaneous re		
<i>N:</i>	72		

Measured Correlate

Class: Current specific mental abilities Code: I 3.3

Measurement: Time necessary to number backwards from 100 to 1.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-AOL/u/mq/v/10/a	r=+.02 ns	

Study	SEIDL 1993/2	<i>Page in Report:</i>	658
<i>Reported in:</i>	Seidlitz, L. and Diener E. Memory for positive versus negative life events: Theories for the differences Journal of Personality and Social Psychology, 1993, vol. 64,no 4, p. 654-664		
<i>Population:</i>	Psychology students, selected for earlier happiness, USA, 1990		
<i>Sample:</i>			
<i>Non-Response:</i>	28%		
<i>N:</i>	94		

Measured Correlate

Class: Current specific mental abilities Code: I 3.3

Measurement: Participants were asked to recall and list as many positive and negative US historical events since 1900 as they could remember within 1,5 minutes. Order of the tests randomly.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-AOL/g/mq*/0/a	r=-.13 ns	

Study	SEIDL 1993/3	<i>Page in Report:</i>	661
<i>Reported in:</i>	Seidlitz, L. and Diener E. Memory for positive versus negative life events: Theories for the differences Journal of Personality and Social Psychology, 1993, vol. 64, no 4, p. 654-664		
<i>Population:</i>	Psychology students, selected for earlier happiness, followed 11 month, USA, 1990-91		
<i>Sample:</i>			
<i>Non-Response:</i>	Drop-out: T0-T1: 28%, T1-T2: 41%		
<i>N:</i>	54		

Measured Correlate

Class: Current specific mental abilities Code: I 3.3

Measurement: Participants were asked to recall and list as many positive and negative aspects of American life as they could within 3 minutes. Random order of positive- and negative tests.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-AOL/g/mq/*/0/a	r=+.40 p<.01	

Study	SEARS 1977A	<i>Page in Report:</i>	40-62/4
<i>Reported in:</i>	Sears, P.S. & Barbee, A.H. Career and Life satisfactions among Terman's gifted women. Chapter 3 in: 'The Stanley, J.C., George, W.C. & Solano, C.H. (eds.) The Johns Hopkins Univ.Press Publ.1977, Baltimore and London, p.28-72		
<i>Population:</i>	"Gifted women" (IQ >135), followed 50 years, California, USA, 1921-72		
<i>Sample:</i>			
<i>Non-Response:</i>	Attrition in 1972: 25%		
<i>N:</i>	1928 N=671: 1972 N=430		

Measured Correlate

Class: Exact ability Code: I 3.3.1

Measurement:

- Teachers comparison with average in arithmetic.
- Teacher rates math as best (vs worst) subject.
- Parent report on special ability in math.
- Arithmetic quotient on Stanford Achievement Test.

Assessed in 1922.

Measured Values:

Error Estimates:

Remarks: Earlier ratings (1922) by present happiness (1972).

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
C-ASG/h/mq/v/5/a	AoV=+ p<.00	a.
	AoV= ns	b. Earlier ratings (1922) by present happiness (1972).
	AoV= ns	c.
	AoV= ns	d.
M-PL/h/sq/v/5/b	Chi²= p<.00	a.
	Chi²= ns	b.

Chi²= ns c.
Chi²= ns d.

Study	ABBEY 1985	<i>Page in Report:</i>	16
<i>Reported in:</i>	Abbey, A. and Andrews, F.M. Modeling the psychological determinants of life quality Social Indicators Research, 1984, vol. 16, p. 1-34		
<i>Population:</i>	Tranquilizer users, Detroit, USA, 1984		
<i>Sample:</i>	Non-probability purposive-quota sample		
<i>Non-Response:</i>	40%		
<i>N:</i>	675		

Measured Correlate

Class: Perceptual performance Code: I 3.3.2

Measurement: Technical performance was measured with 3 items assessing how well the respondent was performing self-perception technical tasks such as decision-making
5-point scale ranging from 'very poorly' to 'exceptionally well'.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-ACO/cw/mq*/6/a	r=+.51	

Study	IRWIN 1979	<i>Page in Report:</i>	11
<i>Reported in:</i>	Irwin, R.; Kammann, R.; Dixon, G. If you want to know how happy I am you'll have to ask me New Zealand Psychologist, Vol. 8, 1979, p.10-12		
<i>Population:</i>	Singles, Dunedin New Zealand, 1975		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	78		

Measured Correlate

Class: Perceptual performance Code: I 3.3.2

Measurement: Correspondence of self-rating of Ss' happiness with ratings of Ss' happiness by two flatmates.
Flatmates rated how they thought the Ss WILL rate themselves and how they SHOULD rate if they were honest to themselves.
These ratings appeared largely identical and were added.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-FH/cm/sq/v/7/a	r=+.27 p<.05	

Study	GORMA 1971	<i>Page in Report:</i>	215/216
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: . field independence Code: I 3.3.2.1

Measurement: Hidden Figures Test - Cf-1; a 16-item multiple choice test asking which one of five simple figures was embedded in a given complex figure, scored for number of simple figures correctly identified (part of Kit of Reference Test for Cognitive Factors; see French et al., 1963).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.14 ns	
O-BW/c/sq/l/11/b	r=+.09 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/216
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: . field independence Code: I 3.3.2.1

Measurement: Number of items on the Hidden Figures Test - Cf - 1 which were attempted incorrectly.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=-.17 ns	
O-BW/c/sq/l/11/b	r=-.19 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/216
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: . field independence Code: I 3.3.2.1

Measurement: Hidden Patterns Test - Cf - 2, asking to check the instances in which 200 complex figures contained a given simple figure (part of Kit of Reference Test for Cognitive Factors; see French et al., 1963).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.23	ns
O-BW/c/sq/l/11/b	r=+.24	p<. 05

Study	TOBAC 1981	<i>Page in Report:</i>	348
<i>Reported in:</i>	Tobacyk, J Personality Differentiation, Effectiveness of Personality Integration and Mood in Journal of Personality and Social Psychology, 1981, Vol. 41,2, 348-356		
<i>Population:</i>	Female undergraduate students, U.S.A., 198?		
<i>Sample:</i>			
<i>Non-Response:</i>	57 %		
<i>N:</i>	31		

Measured Correlate

Class: . field independence Code: I 3.3.2.1

Measurement: Index computed from individual scores on the Rod-and-Frame Test and the Embedded Figures Test. (see Witkin et al., 1954)

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ASA/mp/mqr/v/10/	r=+.05 p<. ns	Unaffected by personality integration No hidden curvilinear relation

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

<i>Class:</i>	. perceptual rigidity Code: I 3.3.2.2
<i>Measurement:</i>	Barron-Welsh Art Scale, Forced Choice Form, scored for the number of pairs out of 20 pairs in which the more elaborate figure was chosen (Figure Choices Test, see Messick & Kogan, 1965).
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.16 ns	
O-BW/c/sq/l/11/b	r=-.15 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/216
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: . perceptual rigidity Code: I 3.3.2.2

Measurement: Breskin 15-item Rigidity Test, scored for the number of pairs out of 15 pairs in which the 'good fit' figure was chosen (see Breskin, 1968).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=-.45 p<. 01	
O-BW/c/sq/l/11/b	r=-.15 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/216
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: . perceptual rigidity Code: I 3.3.2.2

Measurement: Barron-Welsh Art Scale, scored for the number of unusual figures selected of a set of figures differing in complexity, shading and symmetry. (See Barron & Welsh, 1952).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.08 ns	
O-BW/c/sq/l/11/b	r=-.22 ns	

Study	CLEME 1980/1	<i>Page in Report:</i>	101
<i>Reported in:</i>	Clement, F. Variation of several characteristics of personality in function, especially, age, sexe, Psychologie Francaise (1980), vol. 25, p. 95 - 113.		
<i>Population:</i>	29-88 aged women, upper middle class, France, 1975		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	1145		

Measured Correlate

<i>Class:</i>	Sorting ability Code: I 3.3.3		
<i>Measurement:</i>	Clement (1963) digit/letter coding test. The score is the number of characters correctly coded in 5 minutes.		
<i>Measured Values:</i>			
<i>Error Estimates:</i>			
<i>Remarks:</i>			

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-FH/u/sq/ol/9/a	r=+.11 ns	
O-HL/u/sq/ol/9/a	r=+.16 p<.01	
O-SP/u/sq/ol/9/a	r=+.08 ns	

Study	CLEME 1980/2	<i>Page in Report:</i>	101
<i>Reported in:</i>	Clement, F. Variation of several characteristics of personality in function, especially, age, Psychologie Francaise (1980), vol.25, p.95 - 113.		
<i>Population:</i>	60-69 aged women, lower class, France 1975		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	922		

Measured Correlate

<i>Class:</i>	Sorting ability Code: I 3.3.3
<i>Measurement:</i>	Clement (1963) digit/letter coding test. The score is the number of characters correctly coded in 5 minutes.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
M-FH/u/sq/ol/9/a	r=+ ns	Mal es r=+. 14 (ns) Femal es r=+. 18 (ns)
O-HL/u/sq/ol/9/a	r=+ ns	Mal es r=+. 18 (ns) Femal es r=-. 07 (ns)
O-SP/u/sq/ol/9/a	r=+ ns	Mal es r=+. 18 (ns) Femal es r=-. 03 (ns)

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: Sorting ability Code: I 3.3.3

Measurement: Clayton & Jackson Object Sorting Test, asking subjects to sort 50 objects in logical order, scored for number of groups formed (see Clayton & Jackson, 1961).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.16	ns
O-BW/c/sq/l/11/b	r=+.00	ns

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: Sorting ability Code: I 3.3.3

Measurement: Scott Nation Sorting Test, scored for number of countries left ungrouped (see Scott, 1962).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=-.01 ns	
O-BW/c/sq/l/11/b	r=-.08 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

<i>Class:</i>	Sorting ability Code: I 3.3.3
<i>Measurement:</i>	Scott Nation Sorting Test, asking subjects to sort 28 countries in logical order, scored for number of groups formed (see Scott, 1962).
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.06 ns	
O-BW/c/sq/l/11/b	r=-.09 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

<i>Class:</i>	Sorting ability Code: I 3.3.3
<i>Measurement:</i>	Pettigrew Category Width Test, asking subjects to choose estimates of the largest and smallest values of a given object of known average value (see Pettigrew, 1958).
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.11 ns	
O-BW/c/sq/l/11/b	r=+.00 ns	

Study	GORMA 1971	<i>Page in Report:</i>
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA	
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970	
<i>Sample:</i>		
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information	
<i>N:</i>	67	

Measured Correlate

<i>Class:</i>	Sorting ability Code: I 3.3.3
<i>Measurement:</i>	Clayton & Jackson Object Sorting Test, scored for number of objects left un- grouped (see Clayton & Jackson, 1961).
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.07 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

<i>Class:</i>	Sorting ability Code: I 3.3.3
<i>Measurement:</i>	Clayton & Jackson Object Sorting Test, scored for number of objects left un- grouped (see Clayton & Jackson, 1961).
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-BW/c/sq/l/11/b	r=+.02 ns	

Study	BACHM 1970	<i>Page in Report:</i>	242
<i>Reported in:</i>	Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N. Youth in transition. Vol.II: The impact of family background on intelligence in 10th- Ann Arbor, Michigan, 1970, Institute for Social Research.		
<i>Population:</i>	Public highschool boys followed 3 years from grade 10, USA, 1966-69		
<i>Sample:</i>			
<i>Non-Response:</i>	2.8% incomplete information in 1966		
<i>N:</i>	T1:2213, T2: 1886, T3: 1799		

Measured Correlate

<i>Class:</i>	Verbal ability Code: I 3.3.4
<i>Measurement:</i>	Test of Reading Comprehension (Gates, 1958).
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-HP/g/mq/v/5/a	r=+.02 ns	Both variables assessed at T1.

Study	BACHM 1970	<i>Page in Report:</i>	242
<i>Reported in:</i>	Bachman, J.G./Kahn, R.L./Mednick, M./Davidson, T.N. Youth in transition. Vol.II: The impact of family background on intelligence in 10th- Ann Arbor, Michigan, 1970, Institute for Social Research.		
<i>Population:</i>	Public highschool boys followed 3 years from grade 10, USA, 1966-69		
<i>Sample:</i>			
<i>Non-Response:</i>	2.8% incomplete information in 1966		
<i>N:</i>	T1:2213, T2: 1886, T3: 1799		

Measured Correlate

<i>Class:</i>	Verbal ability Code: I 3.3.4
<i>Measurement:</i>	General Aptitude Test Battery - Part J: Vocabulary (GATB-J; Super, 1957)
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-HP/g/mq/v/5/a	r=+.02 ns	Both variables assessed at T1.

Study	CONST 1965	<i>Page in Report:</i>	68
<i>Reported in:</i>	Constantinople, A.P. Some correlates of happiness and unhappiness in college students. Unpublished doctoral dissertation, 1965, University of Rochester, USA.		
<i>Population:</i>	College students, University of Rochester, USA, 1965		
<i>Sample:</i>			
<i>Non-Response:</i>	30% (take home questionnaire).		
<i>N:</i>	952		

Measured Correlate

Class: Verbal ability Code: I 3.3.4

Measurement: S. A. I. -verbal score in the form of local percentile rank.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-AOL/cy/sq/v/10/a	DM=±0 ns	Analysis on the basis of a comparison of happy and unhappy students (resp. 120 males, 157 females and 154 males, 94 females: N=525) Unaffected by sex and stage of study.

Study	CONST 1965	<i>Page in Report:</i>	68
<i>Reported in:</i>	Constantinople, A.P. Some correlates of happiness and unhappiness in college students. Unpublished doctoral dissertation, 1965, University of Rochester, USA.		
<i>Population:</i>	College students, University of Rochester, USA, 1965		
<i>Sample:</i>			
<i>Non-Response:</i>	30% (take home questionnaire).		
<i>N:</i>	952		

Measured Correlate

<i>Class:</i>	Verbal ability Code: I 3.3.4		
<i>Measurement:</i>	SAT-Verbal score in the form of local percentile rank.		
<i>Measured Values:</i>			
<i>Error Estimates:</i>			
<i>Remarks:</i>			

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-AOL/cy/sq/v/10/a	DM=±0 ns	Unaffected by sex and stage of study.

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: Verbal ability Code: I 3.3.4

Measurement: Advanced Vocabulary Test V-4; a multiple choice questionnaire scored for the number of words correctly matched (see French et al., 1963).

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.16 ns	
O-BW/c/sq/l/11/b	r=+.07 ns	

Study	GORMA 1971	<i>Page in Report:</i>	215/218
<i>Reported in:</i>	Gorman, B.S. A multivariate study of the relationship of cognitive control and cognitive style Unpublished doctoral dissertation, 1971, City University of New York, USA		
<i>Population:</i>	Undergraduate students, Nassau Community College, USA, 1970		
<i>Sample:</i>			
<i>Non-Response:</i>	4%, 3% refusal, 1% incomplete information		
<i>N:</i>	67		

Measured Correlate

Class: Verbal ability Code: I 3.3.4

Measurement: Assessment of mood repertoire using the number of words mentioned in three minutes.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-ARE/md/sqr/v/10/	r=+.12 ns	
O-BW/c/sq/l/11/b	r=+.01 ns	

Study	NOELL 1980	<i>Page in Report:</i>	10
<i>Reported in:</i>	Noelle-Neumann, E. Happiness and games of chance paper, published by: Institut für Demoskopie, 1980 Allensbach, Germany		
<i>Population:</i>	Adult, general public, Germany, 1979		
<i>Sample:</i>	Sampling not reported		
<i>Non-Response:</i>	not reported		
<i>N:</i>	not reported		

Measured Correlate

Class: Verbal ability Code: I 3.3.4

Measurement: Open question. Ss were asked about ideas they associate with a certain city, a certain profession or a certain political concept.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CA/mh/ri/v/2/b	D%==+	Cheerful Looking Ss produce more associations in the interview

Study	PANDE 1971	<i>Page in Report:</i>	329
<i>Reported in:</i>	Pandey, C. Popularity, rebelliousness, and happiness among institutionalized retarded males. American Journal of Mental Deficiency, 1971, p. 325-331.		
<i>Population:</i>	Mentally retarded males, hospital, USA, 196?		
<i>Sample:</i>			
<i>Non-Response:</i>			
<i>N:</i>	149		

Measured Correlate

<i>Class:</i>	Verbal ability Code: I 3.3.4
<i>Measurement:</i>	Ratings by 2 experienced staff members on a 7-point scale, ranging from 'talks unintelligible' to 'talks well'.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdn/?/7/a	r=- ns	Open ward : r = -.00 (ns) Closed ward: r = -.08 (ns)

Study	WEBB 1915/2	<i>Page in Report:</i>	27
<i>Reported in:</i>	Webb, E. Character and intelligence. An attempt at an exact study of character. London, 1915, Cambridge University Press.		
<i>Population:</i>	±12 aged, male school pupils, London, England, 1912		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	140		

Measured Correlate

Class: Verbal ability Code: I 3.3.4

Measurement: Experimental test containing paired words of opposite meaning, and reconstructing disarranged sentences.

Measured Values:

Error Estimates:

Remarks:

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CP/g/rdt/ro/7/a	r=+.20	

Study	CAMER 1973/3	<i>Page in Report:</i>	211
<i>Reported in:</i>	Cameron, P., Titus, D.G., Kostin, J. & Kostin, M. The life-satisfaction of non-normal persons. Journal of Consulting and Clinical Psychology, 1973, vol. 41nr 2, p. 207-214		
<i>Population:</i>	Children, retarded and normal, USA,197?		
<i>Sample:</i>			
<i>Non-Response:</i>	-		
<i>N:</i>	80		

Measured Correlate

<i>Class:</i>	Mental retardation Code: I 3.4.1
<i>Measurement:</i>	0 normal s 1 retarded
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CA/mi/tsb/v/3/a	AoV= + p<. s	Among boys, retardates are observed to be significantly happier; both in observations in school and during recess. No significant differences among girls.
A-CP/g/rd/v/5/a	AoV=+ p<.04	Retardates were rated as happier than normals. Almost all of the variance contributed by boys. The report is unclear as to whether this difference appears in the ratings of teachers, parents or both.

Study	KAHAN 1975	<i>Page in Report:</i>
<i>Reported in:</i>	Kahana, B. & Kahana, E. The relationship of impulse control to cognition and adjustment among Journal of Gerontology, 1975, vol. 30, p. 679-687.	
<i>Population:</i>	55+ aged white females living in nursing home, USA, 197?	
<i>Sample:</i>		
<i>Non-Response:</i>		
<i>N:</i>	91	

Measured Correlate

<i>Class:</i>	Mental rest-ability Code: I 3.4.2
<i>Measurement:</i>	1. Self-report. 2. Interviewing. 3. Staff-rating.
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
O-SL?/?/sq/l/10/a	Beta=-.1 ns Beta=+.1 ns Beta=+.1 ns	β 's control all other indicators of reflectiveness

Study	HOLAH 1999	<i>Page in Report:</i>	239/243
<i>Reported in:</i>	Holahan, C.K, Holahan, C.J., Wonacott, N.L. Self-Appraisal, Life Satisfaction, and Retrospective Life Choices Across One and Psychology and Aging 1999; Vol.14, No.2, pp 238-244 ISSN 0882-7974		
<i>Population:</i>	"Gifted (IQ>135) followed unto old age, USA, 1960-1992		
<i>Sample:</i>	Non-probability purposive-quota sample		
<i>Non-Response:</i>			
<i>N:</i>	383		

Measured Correlate

<i>Class:</i>	Attitudes to own intelligence Code: I 3.5
<i>Measurement:</i>	Self-appraisal of having lived up to abilities. Participants were asked "On the whole, how well do you think you have lived up to your intellectual abilities?" Responses were coded in two categories 1: did not live-up 2: lived-up Assessed at T1 (1960)
<i>Measured Values:</i>	T2 N: 1=115, 2=223
<i>Error Estimates:</i>	
<i>Remarks:</i>	T1:1960, T2:1972, T3:1992

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
C-ASG/h/mq/v/8/a	DM=+	T1 lived up by T2 happiness In univariate analyses of covariance (ANCOVAs) there was a significant lived-up effect: F(1, 310)=10.65, MSE=.84, p<.05
M-PL/h/sq/v/5/b	DM=+	T1 lived up by T2 happiness Men 1. M=3.71 SD=0.89 2. M=4.15 SD=0.85 Women 1. M=3.76 SD=1.08 In univariate analyses of covariance (ANCOVAs) there was a significant lived-up effect: F(1, 332)= 13.85, MSE=.82 p<.001 2. M=4.19 SD=0.92
O-SLW/c/sq/n/9/a	DM=+	T1 lived up by T3 happiness Univariate analyses of covariance (ANCOVAs) was significant for lived-up: F(1, 355)=10.71, MSE=2.25, p<.001 LISREL analysis showed no direct link when T2 perceived goal realization was controlled.

Study	NOELL 1980	<i>Page in Report:</i>	10
<i>Reported in:</i>	Noelle-Neumann, E. Happiness and games of chance paper, published by: Institut für Demoskopie, 1980 Allensbach, Germany		
<i>Population:</i>	Adult, general public, Germany, 1979		
<i>Sample:</i>	Sampling not reported		
<i>Non-Response:</i>	not reported		
<i>N:</i>	not reported		

Measured Correlate

<i>Class:</i>	Memory Code: I 3.3.5
<i>Measurement:</i>	not reported
<i>Measured Values:</i>	
<i>Error Estimates:</i>	
<i>Remarks:</i>	

Observed Relation with Happiness

<i>Happiness Query</i>	<i>Statistics</i>	<i>Remarks</i>
A-CA/mh/ri/v/2/b	D%=+	Cheerful Ss have a better recollection

Appendix 1 **Queries on Happiness used in reported Studies**

Happiness Query Code Full Text

A-AOL/cy/sq/v/10/a

Selfreport on single question:

"In thinking over the past year, indicate how elated or depressed, happy or unhappy you have felt....?"

- 10 Complete elation, rapturous joy and soaring ecstasy
- 9 Very elated and in very high spirits. Tremendous delight and buoyancy.
- 8 Elated and in high spirits.
- 7 Feeling very good and cheerful.
- 6 Feeling pretty good, "OK".
- 5 Feeling a little bit low. Just so-so.
- 4 Spirits low and somewhat "blue".
- 3 Depressed and feeling very low. Definitely "blue".
- 2 Tremendously depressed.
Feeling terrible, really miserable, "just awful".
- 1 Utter depression and gloom. Completely down.
All is black and leaden. Wish it were all over.

A-AOL/g/mq/*/0/a

Selfreport on 2 questions:

A: "In general how happy or unhappy do you usually feel? Check the one statement below that best describes your average happiness.

- 10 extremely happy (feeling ecstatic, joyous, fantastic)
- 9 very happy (feeling really good, elated)
- 8 pretty happy (spirits high, feeling good)
- 7 mildly happy (feeling fairly good and somewhat cheerful)
- 6 slightly happy (just a bit above neutral)
- 5 neutral (not particularly happy or unhappy)
- 4 slightly unhappy (just a bit below neutral)
- 3 mildly unhappy (just a little low)
- 2 pretty unhappy (somewhat "blue", spirits down)
- 1 very unhappy (depressed, spirits very low)
- 0 extremely unhappy (utterly depressed, completely down)"

B: "Consider your emotions a moment further. On the average.

- What percent of the time do you feel happy?
 - What percent of the time do you feel unhappy?
 - What percent of the time do you feel neutral (neither happy nor unhappy)?
- Make sure the three figures add-up to equal 100%".

Scoring:

- Question A : 0.- 10
 - Question B : % happy
- Summation : (A * 10 + B)/2

A-AOL/u/mq/v/10/a

Selfreport on 4 questions:

"The following are statements of feelings or mood. Please read them over and

then indicate which of these overall feelings best describes your feelings."

- A) Right now you feel
- B) The best you felt today
- C) The worst you felt today ...
- D) The way you usually feel ...

Response options:

- 10. Complete elations, rapturous joy, and soaring ecstasy.
- 9. Very elated and in very high spirits; tremendous delight and bouyancy.
- 8. Elated and in high spirits.
- 7. Feeling very good and cheerful.
- 6. Feeling pretty good, "OK".
- 5. Feeling a little bit low. Just so-so.
- 4. Spirits low and somewhat blue.
- 3. Depressed and feeling very low. Definitely blue.
- 2. Tremendously depressed. Feeling terrible, really miserable, "just awful".
- 1. Utter depression and gloom. Completely down. All is black and leaden. Wish it were all over.

Summation: average scores on A,B,C,D.

Name: Elation-Depression Scale (variant)

A-ARE/md/sqr/v/10/a

Selfreport on single question, repeated every evening before retiring during 3 weeks (experience sampling).

"On the average, how happy or unhappy did you feel today....?"

- 1 Extremely unhappy. Utterly depressed. Completely down.
- 2 Very unhappy. Depressed. Spirits very low.
- 3 Pretty unhappy. Somewhat 'blue'. Spirits down.
- 4 Mildly unhappy. Just a little low.
- 5 Barely unhappy. Just this side of neutral.
- 6 Barely happy. Just this side of neutral.
- 7 Mildly happy. Feeling fairly good and somewhat cheerful.
- 8 Pretty happy. Spirits high. Feeling good.
- 9 Very happy. Feeling really good. Elated.
- 10 Extremely happy. Feeling ecstatic, joyous, fantastic.

Name: Wessman & Ricks' `Elation - Depression Scale" (adapted version)

A-ARE/md/sqr/v/10/b

Selfreport on single question, answered every evening before retiring during six weeks (experience sampling)

"On average; how elated or depressed, happy or unhappy you felt today....?"

- 10 Complete elation, rapturous joy and soaring ecstasy
- 9 Very elated and in very high spirits. Tremendous delight and buyoancy
- 8 Elated and in high spirits
- 7 Feeling very good and cheerfull
- 6 Feeling pretty good , "OK"
- 5 Feeling a little bit low. Just so-so

-
- 4 Spirits low and somewhat 'blue'
 - 3 Depressed and feeling very low.
Definitely 'blue'
 - 2 Tremendously depressed.
Feeling terrible, really miserable, "just awful"
 - 1 Utter depression and gloom. Completely down.
All is black and leaden. Wish it were all over.

Name: Wesssman & Ricks' `Elation - depression scale'

A-ASA/mp/mqr/v/10/a

Selfreport on 16 questions, repeated three times a day during at least 33 successive days (experience sampling)

"How I feel now":

- A Fullness vs. Emptiness of life (how emotionally satisfying, abundant or empty, your life felt today)
- B Receptivity towards and Stimulation by the World (how interested and responsive you feel to what was going on around you)
- C Social Respect vs. Social Contempt (how you feel about other people regard you, or feel about you, today)
- D Personal Freedom vs. External Constraint (how much you feel you are free or not free to do as you want)
- E Harmony vs. Anger (how well got along with, or how angry you feel toward, other people)
- F Sociability vs. Withdrawel (how socially outgoing or withdrawn you feel now)
- G Companionship vs. Being Isolated (the extent to which you feel emotionally accepted by, or isolated from other people)
- H Love and Sex (the extent to which you feel loving and tender or sexually frustrated and unloving)
- I Present Work (how satisfied or dissatisfied you are with your work)
- J Thought Processes (how readily your ideas come and how valuable they seem)
- K Tranquility vs. Anxiety (how calm or troubled you feel)
Impulse Expression vs. Self-restraint (how expressive and impulsive or internally restrained and controlled, you feel)
- M Personal Moral Judgment (how self-approving or how guilty, you feel)
- N Self-confidence vs. feeling of Inadequacy (how self-assured and adequate or helpness and inadequate you feel)
- O Energy vs. Fatigue (how energetic or tired and weary you feel)
- P Elation vs. Depression (how elated or depressed, happy or unhappy, you feel now)

Scoring: all items scored on 0 - 9 . (Rating scales not reported).

Summation: average

A-BB/cm/mq/v/2/a

Name: Wessman & Rick's 'Personal Feelings Scale'

Selfreport on 10 questions:

"During the past few weeks, did you ever feel?" (yes/no)

- A Particularly excited or interested in something?
- B So restless that you couldn't sit long in a chair?
- C Proud because someone complimented you on something you had done?
- D Very lonely or remote from other people?
- E Pleased about having accomplished something?
- F Bored?
- G On top of the world?
- H Depressed or very unhappy?
- I That things were going your way?
- J Upset because someone criticized you?

Answer options and scoring:

yes = 1

no = 0

Summation:

-Positive Affect Score (PAS): A+C+E+G+I

-Negative Affect Score (NAS): B+D+F+H+J

-Affect Balance Score (ABS): PAS minus NAS

Possible range: -5 to +5

A-BK/cm/mq/v/5/a

Name: Bradburn's 'Affect Balance Scale' (standard version)

Selfreport on 40 questions:

"Over this time period (the last few weeks) I have had the feeling described by":

- A My life is on the right track
- B I seem to be left alone when I don't want to be
- C I feel I can do whatever I want to
- D I think clearly and creatively
- E I feel like a failure
- F Nothing seems very much fun any more
- G I like myself
- H I can't be bothered doing anything
- I I feel close to people around me
- J I feel as though the best years of my life are over
- K My future looks good
- L I have lost interest in other people and don't care about them
- M I have energy to spare
- N I smile and laugh a lot
- O I wish I could change some parts of my life
- P My thoughts go around in useless circles
- Q I can handle any problems that come up
- R My life seems stuck in a rut
- S I feel loved and trusted
- T I feel there must be something wrong with me

"Over this period (the last few weeks), "how often you felt..."

U Satisfied
 V Lonely
 W Free-and-easy
 X Clear-headed
 Y Helpless
 Z Impatient
 AA Usefull
 AB Depressed
 AC Loving
 AD Hopeless
 AE Optimistic
 AF Withdrawn
 AG Enthusiastic
 AH Good-natured
 AI Discontented
 AJ Confused
 AK Confident
 AL Tense
 AM Understood
 AN Insignificant

Answer options;

0 not at all
 1 occasionally
 2 some of the time
 3 often
 4 all the time

Summation:

- Positive Affect score (PAS): mean positive items
 - Negative Affect Score (NAS): mean negative items
 - Affect balance score (ABS): PAS minus NAS
 Possible range: -4 to +4

A-BW/g/mq/v/2/a

Selfreport on 50 questions:

Below is a list of words and phrases. Check every term which you believe could fairly be applied to yourself in prevalent attitudes. (yes/no)

A Enthousiastic
 B Morbid
 C Disappointed
 D Distressed
 E Cheerful
 F Prosperous
 G Frivolous
 H Troubled
 I Annoyed
 J Calm
 K Miserable
 L Thrilled

M Irritable
 N Buoyant
 O Joyful

.
 .
 .
 .
 .
 .
 .

AX

The total list contained fifty adjectives, half positive and half negative

Scoring:

yes = +1

no = -1

Summation: number of happy traits mentioned minus number of unhappy traits mentioned.

Possible range: - 50 to + 50

A-CA/mh/ri/v/2/b

Interviewer-rating of cheerfulness:

Altogether the respondent looks.....

2 quite cheerfull

1 not too cheerfull

- difficult to say

Part of the 8 item Allensbacher Ausdrücktest which also involves ratings of cheerful appearance in: look, mouth, posture, movements, eyes, elbows and lips. This general rating is the last item in the test.

Original text in German:

Der Befragte sieht insgesamt -

2 Ganz fröhlich aus.....

1 Nicht so fröhlich aus.....

- Unmöglich zu sagen.....

A-CA/mi/tsb/v/3/a

Time sampling of happy behavior:

Rating by two independent observers.

One of the observers was familiar with the general aims of the study whereas the other one was not familiar with these. Each child was observed twice in both a class situation and at reces. It was observed for one minute and then later for another minute in the same situation by both observers independently and then rated over that minute in that situation.

Rating options:

3 happy

2 neutral

A-CP/g/rdf/v/5/a	<p>1 unhappy</p> <p>Ratings by parents:</p> <p>"How would you rate this child's general level of happiness....?"</p> <p>1 always or almost always unhappy</p> <p>2 more often unhappy than happy</p> <p>3 equal periods or amounts of happiness and unhappiness</p> <p>4 more often happy than unhappy</p> <p>5 always or almost always happy</p>
A-CP/g/rdn/?/7/a	<p>Rating by two independant staffmembers who were familiar with the patient.</p> <p>7 happy</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1 depressed</p>
A-CP/g/rdp/ro/7/a	<p>Peer rating on single question (based on contact during 6 months):</p> <p>Rater instruction: "personal qualities are named and briefly annotated in this schedule. If you have any doubt as to the meaning of any of them, please ask me (investigator)</p> <p>2. In the collumns under each subject's name, place one of the marks for each of the qualities specified (+3, +2, +1, 0, -1, -2, -3) To avoid errors, please put the + sign as well as the -</p> <p>'General tendency to be 'cheerful' (as opposed to being depressed and low spirited)</p> <p>+3 very high compared to average</p> <p>+2 distinctly above average</p> <p>+1 slightly above average</p> <p>0 average</p> <p>-1 slightly below average</p> <p>-2 distinctly below average</p> <p>-3 lowest as compared to average</p>
A-CP/g/rdt/ro/7/a	<p>Teacher rating on single question:</p> <p>1 Personal qualities are named and briefly annotated in this schedule.</p> <p>2. In the collumns under each pupil's name, place one of the marks for each of the qualities specified (+3, +2, +1, 0, -1, -2, -3) To avoid errors, please put the + sign as well as the -</p> <p>'General tendency to be 'cheerful' (as opposed to being depressed and low spirited)</p> <p>+3 very high compared to average</p> <p>+2 distinctly above average</p> <p>+1 slightly above average</p> <p>0 everage</p> <p>-1 slightly below average</p> <p>-2 distinctly below average</p> <p>-3 lowest as compared to average</p>

C-ASG/h/mq/v/5/a

Selfreport on 2 questions:

A. "How important was each of the following goals in life in the plans you made for yourself in early adulthood?"

- occupational success
- family life
- friendships
- richness of cultural life
- total service to society.

1 less important to me than to most people

2

3

4

5 of prime importance to me

B. "How succesfull have you been in the pursuit of these goals?"

1 little satisfaction in this area

2

3

4

5 had excellent fortune in this respect

Computation: General Satisfaction 5 is the quotient obtained by multiplying the planned goal (early adulthood) by the reported success in attaining that goal, adding the five of these multiplied areas and dividing them by the sum of the planned goals for each of the areas.

$$\frac{Pa.Sa + Pb.Sb + Pc.Sc + Pd.Sd + Pe.Se}{Pa + Pb + Pc + Pd + Pe}$$

$$Pa + Pb + Pc + Pd + Pe$$

Pa = planned goal a (1-5)

Sa = success goal a (1-5)

C-ASG/h/mq/v/8/a

Selfreport on 2 questions:

A

"How important was each of the following goals in life in the plans you made for yourself in early adulthood?"

-

-

- joy in living

4 of prime importance to me

3

2

1 less important to me than to most people

B.

"How succesfull have you been in the pursuit of these goals?"

5 had excellent fortune in this respect

4

- 3
2
1 little satisfaction in this area

M-ACO/cw/mq*/6/a

Computation: Lifesatisfaction score = Perceived succes in achieving joy in living now (B) minus remembered importance of joy in living in early adulthood (A)

Selfreport on 5 questions, repeated every week during 24 weeks:

A. "How do you feel about your life as a whole?"

- 1 terrible
2
3
4
5
6
7 delighted

B. "Taking all things together, how would you say things are these days? Would you say you are.....?";

- 3 very happy
2 pretty happy
1 not too happy

C. "To what extent has your life as a whole been what you wanted it to be?"

- 5
4
3
2
1

D. "How much have you really enjoyed your life as a whole?"

- 1 not at all,
2
3
4
5 a great deal

E. "How much has your life as a whole made you feel emotionally upset?"

- 1 not at all
2
3
4
5 a great deal

M-CO/?/?q/?/0/a

Summation: Average

Selfreport on multiple questions:

Questions indicated both happiness and a sense of contentment and well-being (Full questions not reported)

Summation: not reported

- M-FH/c/sq/v/7/a Name: `Happiness subtest' of Wasburne's `Social Adjustment Scale'.
Selfreport on single question:
- "Taking all things together, how would you say you have been this period? Check the frase that best describes how you have felt."
7 very happy
6 happy
5 somewhat happy
4 mixed (about equally happy and unhappy)
3 somewhat unhappy
2 unhappy
1 very unhappy
- M-FH/cm/sq/v/7/a Selfreport on single question:
- "Over the past month I have been feeling.....?"
7 extremely happy
6 very happy
5 somewhat happy
4 mixed (about equally happy and unhappy)
3 somewhat unhappy
2 very unhappy
1 extremely unhappy
- M-FH/u/sq/ol/9/a Selfreport on single question:
- "Place a cross on the line on the place you estimate to be what corresponds best with your state".
1 | I don't feel very well in my skin
2 |
3 |
4 |
5 | I don't feel too well in my skin
6 |
7 |
8 |
9 | I feel very well in my skin
- Scoring: rated on open horizontal line scale divided afterwards in 9 sections.
- In French:
"Placez une croix, sur chaque ligne, a l'endroit que vous estimez être celui qui corresponds mieux a votre etat, par rapport aux definitions proposées.
- a | Je ne me sens pas très bien dans ma peau
b |
c |
d |
e | Je me sens assez bien dans ma peau
f |
g |
h |

M-PL/c/rc/v/5/a	<p>i Je me sens très bien dans ma peau Clinical rating by 4 experts on the basis of multi-method assesments during periodical stays in assesment center.</p>
	<p>Rater instruction: "To what extend does this person find pleasure in life at the present time.....?" 1 low 2 3 average 4 5 high</p>
M-PL/h/sq/v/5/b	<p>Selfreport on single question: following enumeration of lifegoals in six areas, the last of wich was 'joy in living'</p>
	<p>" How successfull have you been in pursuit of that goal.....?" (joy in living) 5 had excellent fortune in this respect 4 3 2 1 found little satisfaction in this area</p>
O-BW/c/sq/l/10/c	<p>Selfreport on single question: "Here is a picture of a ladder. Suppose we say that the top of the ladder (10) represents the best possible life for you and the bottom (1) represents the worst possible life for you.Where on the ladder do you feel personally stand at the present time?</p>
	<p>[9] best possible life for you [8] [7] [6] [5] [4] [3] [2] [1] [0] worst possible life for you</p>
O-BW/c/sq/l/11/b	<p>Name: Cantril's selfanchoring ladder rating of life (adapted version) Selfreport on single question: "Above you see a numbered ladder. Consider the top of the ladder as the best possible life and the bottom of the ladder as the worst possible life. A Please place an X where you feel you are now. B Place an Y at the point where you were five years ago. C Please place a Z at the point that you feel you will be at five years from now. [10] best possible life [9] [8] [7]</p>

- [6]
- [5]
- [4]
- [3]
- [2]
- [1]
- [0] worst possible life

Question A is the case question.

O-HL/c/sq/v/3/aa Name: Cantril's selfanchoring ladder rating of life (modified version)
 Selfreport on single question:

'Taken all together, how would you say things are these days? Would you say that you are....?'

- 3 very happy
- 2 pretty happy
- 1 not too happy

O-HL/q/oq/n/11/a Selfreport on open question:

"Now write in your own words a sentence of two, something which you believe will most truly describe your own general happiness in life."

The answers were rated by three judges on a scale ranging from 0 to 10.

- 0 low
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 high

O-HL/u/sq/ol/9/a Selfreport on single question:

"Place a cross, on each line, on the place you estimate to be that which corresponds best with your state"

- 1 | I am not very happy
- 2 |
- 3 |
- 4 |
- 5 | I am not too happy
- 6 |
- 7 |
- 8 |
- 9 | I am quite happy

Scoring: rated on an open horizontal line scale, divided afterwards in 9 sections.

In French:

"Placez une croix, sur chaque ligne, a l'endroit que vous estimez être celui qui correspond le mieux a vôtre état, par rapport aux definitions proposées"

a | je ne suis pas tout à fait heureux

b |

c |

d |

e | je suis tout à fait heureux

f |

g |

h |

i | je suis très heureux

O-HP/g/mq/v/5/a

Selfreport on 6 questions:

" Describe the kind of person you are. Please read each sentence, then mark how often it is true for you"

- 1 I feel like smiling
- 2 I generally feel in good spirits
- 3 I feel happy
- 4 I am very satisfied with life
- 5 I find a good deal of happiness in life
- 6 I feel sad

Response options:

- 5 almost always true
- 4 often true
- 3 sometimes true
- 2 seldom true
- 1 never true

Summation: average

Possible range: 1 to 5

O-HP/u/sq/v/10/a

Selfreport on single question:

"Among the following description arranged in miscellaneous order, choose the one which comes nearest to fitting you. None will be likely to fit exactly."

- 3 Finding life rather disappointing and disillusioning, comfortable in many ways, moderately successful, but far from realizing the hopes of youth.
- 9 Cheerful, gay spirits most of the time. Occasionally bothered by something but can usually laugh it off.
- 8 Calm, quiet sort of satisfaction. Life has been pretty good. Not everything one desires comes, of course, but on the whole there is much for which to be serenely thankful.
- 5 Ups and downs, now happy about things, now depressed. About balanced in the long run.
- 1 Life often seems so worthless that there is little to keep one going. Nothing matters very much, there has been so much of hurt that laughter would be empty mockery.
- 2 Keeping a brave front, others think everything is all right. Inside life seems rather black.

- 1 Usually sad, weep readily, smile seldom.
 11 Radiant, find every day full of interest, amusing things, and worthwhile things.
 3 Seriously hurt by certain things, for which the good aspects of life cannot quite make up.
 5 Quite objective. Like some experiences, dislike others. Not aware of any prevalent happiness or unhappiness.

O-SL??/sq/l/10/a

Selfreport on single question:

Ss were asked to rate themselves on an 1 - 10 rating ladder in terms of their self-perceived life satisfaction.

(Full question not reported).

[10] +
 [9]
 [8]
 [7]
 [6]
 [5]
 [4]
 [3]
 [2]
 [1] --

(labels of scale extremes not reported)

O-SLW/c/sq/n/9/a

Selfreport on single question:

'All things considered, how satisfied are you with your life these days?'

1 completely dissatisfied
 2
 3
 4
 5
 6
 7
 8
 9 completely satisfied

O-SP/u/sq/ol/9/a

Selfreport on single question:

"Place a cross on the line below, on the spot you estimate that corresponds best with your state."

1 | I am not very satisfied
 2 |
 3 |
 4 |
 5 | I am not too satisfied
 6 |
 7 |
 8 |
 9 | I am very satisfied

Scoring: rated on an open horizontal line scale divided afterwards in 9 sections.

In French:

"Placer une croix, sur chaque ligne, a 'endroit que vous estimez etre celui qui correspond le mieux a votre etat, par rapport aux definitions proposees."

- a | Je ne suis pas tout a fait satisfait
- b |
- c |
- d |
- e | Je ne suis pas tres satisfait
- f |
- g |
- h |
- i | Je suis tout a fait satisfait

On the web you will find an overview of valid queries on happiness and an explanation of the classification used. Go to: www.eur.nl/fsw/research/happiness/hap_quer/hqi_fp.htm. This is the introductory text to the Catalog of Happiness Queries.

Appendix 2 *Statistics used in reported studies*

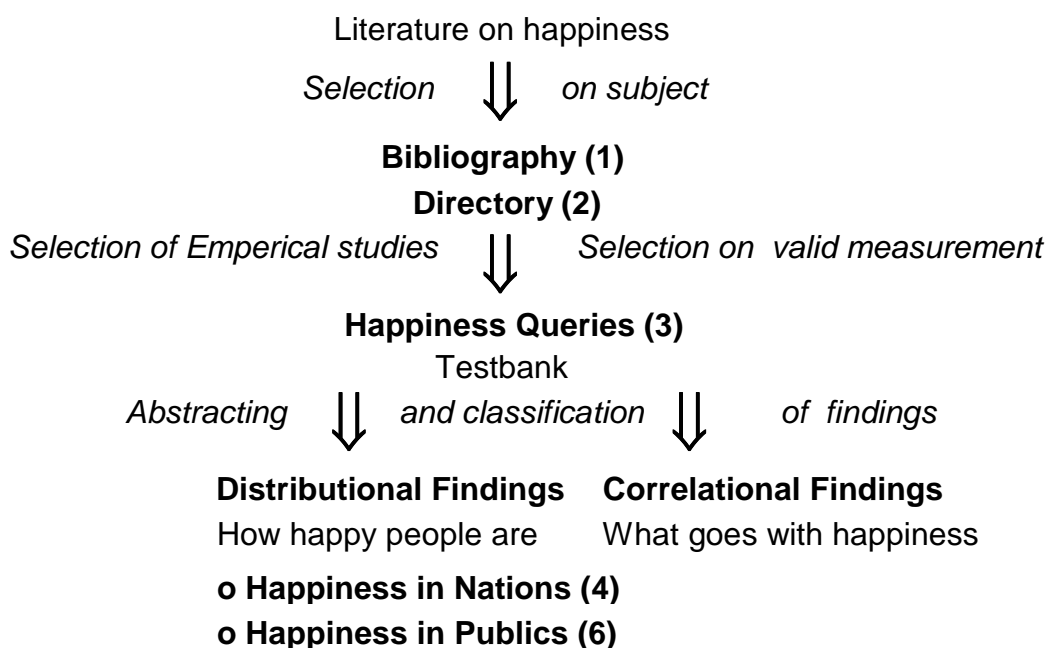
<i>Symbol</i>	<i>Explanation</i>
AoV	<p>ANALYSIS of VARIANCE (ANOVA) Type: statistical procedure Measurement level: Correlate(s): nominal, Happiness: metric. In an ANOVA, the total happiness variability, expressed as the sum of squares, is split into two or more parts, each of which is assigned to a source of variability. At least one of those sources is the variability of the correlate, in case there is only one, and always one other is the residual variability, which includes all unspecified influences on the happiness variable. Each sum of squares has its own number of degrees of freedom (df), which sum up to $N_e - 1$ for the total variability. If a sum of squares (SS) is divided by its own number of df, a mean square (MS) is obtained. The ratio of two correctly selected mean squares has an F-distribution under the hypothesis that the corresponding association has a zero-value.</p> <p>NOTE: A significantly high F-value only indicates that, in case of a single correlate, the largest of the c mean values is systematically larger than the smallest one. Conclusions about the other pairs of means require the application of a Multiple Comparisons Procedure (see e.g. BONFERRONI's MULTIPLE COMPARISON TEST, DUNCAN's MULTIPLE RANGE TEST or STUDENT-NEWMAN-KEULS)</p>
Beta	<p>(β) STANDARDIZED REGRESSION COEFFICIENT Type: test statistic. Measurement level: Correlates: all metric, Happiness!: metric. Range: [-1 ; +1]</p> <p>Meaning: $\beta > 0$ « a higher correlate level corresponds with, on an average, higher happiness rating. $\beta < 0$ « a higher correlate level corresponds with, on an average, lower happiness rating. $\beta = 0$ « no correlation. $\beta = + 1$ or -1 « perfect correlation.</p>
Chi ²	<p>CHI-SQUARE Type: test statistic Range: [0; $N_e * (\min(c,r)-1)$], where c and r are the number of columns and rows respectively in a cross tabulation of N_e sample elements.</p> <p>Meaning: $\chi^2 \leq (c-1) * (r-1)$ means: no association $\chi^2 \gg (c-1) * (r-1)$ means: strong association</p>
D%	<p>DIFFERENCE in PERCENTAGES Type: descriptive statistic only. Measurement level: Correlate level: dichotomous, but nominal or ordinal theoretically possible as well. Happiness level: dichotomous Range: [-100; +100]</p>
DM	<p>Meaning: the difference of the percentages happy people at two correlate levels. DIFFERENCE of MEANS</p>

	<p>Type: descriptive statistic only. Measurement level: Correlate: dichotomous, Happiness: metric Range: depending on the happiness rating scale of the author; range symmetric about zero.</p>
r	<p>Meaning: the difference of the mean happiness, as measured on the author's rating scale, between the two correlate levels. PRODUCT-MOMENT CORRELATION COEFFICIENT (Also 'Pearson's correlation coefficient' or simply 'correlation coefficient') Type: test statistic. Measurement level: Correlate: metric, Happiness: metric Range: [-1; +1]</p>
rpc	<p>Meaning: $r = 0$ « no correlation , $r = 1$ « perfect correlation, where high correlate values correspond with high happiness values, and $r = -1$ « perfect correlation, where high correlate values correspond with low happiness values. PARTIAL CORRELATION COEFFICIENT Type: test statistic Measurement level: Correlate: metric, Happiness: metric Range: [-1; +1]</p>
SNR	<p>Meaning: a partial correlation between happiness and one of the correlates is that correlation, which remains after accounting for the contribution of the other influences, or some of them, to the total variability in the happiness scores. Under that conditions $rpc > 0$ « a higher correlate level corresponds with a higher happiness rating, $rpc < 0$ « a higher correlate level corresponds with a lower happiness rating, Statistic Not Reported</p>
tau	<p>GOODMAN & KRUSKAL'S TAU Type: descriptive statistic only. Measurement level: Correlate: nominal, Happiness: ordinal Range: [0; +1]</p>
	<p>Meaning: $\tau = 0$ « knowledge of the correlate value does not improve the prediction quality of the happiness rating. $\tau = 1$ « knowledge of the correlate value enables a perfect (error-free) prediction of the happiness rating.</p>

On the web you will find a text explaining the statistics used in more detail. Go to: www.eur.nl/fsw/research/happiness/hap_cor/cor_fp.htm. This is the introductory text to the Catalog of Correlational Findings. An overview of all statistics is in chapter 4.

Appendix 3: About the World Database of Happiness

The World Database of Happiness is an ongoing register of scientific research on subjective appreciation of life. It brings together findings that are scattered throughout many studies and provides a basis for synthetic analysis. The research literature is processed as follows:



-
- 1 **BIBLIOGRAPHY OF HAPPINESS** Presents all contemporary scientific publications. Detailed subject-classification. Current contents: 3422 titles, mainly in English.
 - 2 **DIRECTORY OF INVESTIGATORS** Names and addresses of most authors on the subject. Enumerates years of publication. Current contents: 5818 names and 3073 addresses. Part of Bibliography.
 - 3 **CATALOG OF HAPPINESS QUERIES (testbank)** Presents all indicators that tap happiness as defined here. Current content: 522 measures, mostly single questions. Queries are classified by focus, time reference, mode of observation, rating and wording.
 - 4 **CATALOG OF HAPPINESS IN NATIONS** Presents distributional research findings, in particular responses to questions on happiness in national survey studies. Allows comparison across time and nations. Current content: 1889 surveys in 112 nations, 1946-2000.
 - 5 **CATALOG OF HAPPINESS IN PUBLICS** Distributional findings on happiness in special publics within nations, such as aged people. Current contents: 705 studies. Part of Catalog of Correlational Findings.
 - 6 **CATALOG OF CORRELATIONAL FINDINGS** Presents abstracts of correlational research findings. Detailed subject-classification. Allows comparison through time and across nations. Current contents: 7476 findings from 705 studies in 140 nations, 1911-2000.

Appendix 4 Further Findings in the World Database of Happiness

<i>Main Category's</i>	<i>Category Name</i>	<i>Number of Studies in this Category</i>
A 1	ACTIVITY LEVEL (how much one does)	53
A 2	ACTIVITY PATTERN (what one does)	7
A 3	AFFECTIVE LIFE	31
A 4	AGE	279
A 5	AGGRESSION	11
A 6	ANOMY	30
A 7	APPEARANCE (good looks)	8
A 8	ATTITUDES	4
A 9	AUTHORITARIANISM	4
B 3	BODY	66
C 1	CHILDREN 1:	4
C 10	CREATIVENESS	6
C 11	CULTURE (Arts and Sciences)	6
C 2	CHILDREN: WANT FOR (Parental aspirations)	6
C 3	CHILDREN: HAVING (parental status)	145
C 4	CHILDREN's CHARACTERISTICS	19
C 5	CHILDREN: RELATION WITH	8
C 6	CHILDREN: REARING (parental behavior)	11
C 7	COMMUNAL LIVING	1
C 8	CONCERNS	15
C 9	COPING	27
D 1	DAILY JOYS & HASSLES	4
E 1	EDUCATION	243
E 2	EMPLOYMENT	180
E 3	ETHNICITY	63
E 4	EXPRESSIVE BEHAVIOR	10
F 1	FAMILY OF ORIGIN (earlier family for adults, current for young)	195
F 2	FAMILY OF PROCREATION	42
F 3	FAMILY OF RELATIVES	145
F 4	FARMING	30
F 5	FREEDOM	24
F 6	FRIENDSHIP	123
G 1	GENDER	252
G 2	GRIEF	1
H 10	HOPE	3
H 11	HOUSEHOLD: COMPOSITION	90
H 12	HOUSEHOLD: WORK	10
H 13	HOUSING	75
H 2	HANDICAP	13

H 3	HAPPINESS: ATTITUDES	39
H 5	HAPPINESS CAREER	144
H 6	HAPPINESS: CURRENT LEVEL	260
H 8	HEALTH-BEHAVIOR	15
H 9	HELPING	4
I 1	INCOME	415
I 2	INSTITUTIONAL LIVING	28
I 3	INTELLIGENCE	63
I 4	INTERESTS	5
I 5	INTERVIEW	49
I 6	INTIMACY	70
L 1	LANGUAGE	1
L 10	LOCAL ENVIRONMENT	270
L 11	LOTTERY	7
L 12	LOVE-LIFE	26
L 2	LEADERSHIP	8
L 3	LEISURE	128
L 4	LIFE APPRAISALS: OTHER THAN HAPPINESS4	290
L 5	LIFE-CHANGE	26
L 6	LIFE-EVENTS	63
L 7	LIFE-GOALS	52
L 8	LIFE HISTORY	1
L 9	LIFE STYLE	4
M 1	MARRIAGE: MARITAL STATUS CAREER	32
M 10	MIGRATION: MIGRANT WORK	3
M 11	MILITARY LIFE	5
M 12	MODERNITY	5
M 13	MOOD	181
M 2	MARRIAGE: CURRENT MARITAL STATUS	315
M 3	MARRIAGE: RELATIONSHIP	99
M 4	MARRIAGE: PARTNER	34
M 5	MEANING	18
M 6	MEDICAL TREATMENT	49
M 7	MENTAL HEALTH	99
M 8	MIGRATION: OTHER COUNTRY	9
M 9	MIGRATION: MOVING WITHIN COUNTRY (residential mobility)	17
N 1	NATIONALITY	5
N 2	NATION: TIME & PLACE	20
N 3	NATIONAL CHARACTER (modal personality)	2
N 4	NATION'S CONDITION	52
N 6	ATTITUDES TO THE NATION	111
N 7	LIVABILITY OF THE NATION	5
N 8	NUTRITION	18
O 1	OCCUPATION	133

O 2	ORGAN TRANSPLANTATION	11
P 1	PERSONALITY: HISTORY	44
P 10	POSSESSIONS	26
P 12	PROBLEMS	20
P 13	PSYCHO-SOMATIC COMPLAINTS	53
P 2	PERSONALITY: CHANGE	7
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P 5	PERSONALITY: LATER	23
P 6	PHYSICAL HEALTH	286
P 7	PLANNING	7
P 8	POLITICS	197
P 9	POPULARITY	22
R 1	RELIGION	198
R 2	RESOURCES	8
R 3	RETIREMENT	46
R 4	ROLES	13
S 1	SCHOOL	92
S 10	SOCIAL SUPPORT: RECEIVED	26
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S 12	SPORTS	32
S 13	STIMULANTS	33
S 14	SUICIDE	4
S 15	SUMMED EFFECTS ON HAPPINESS	71
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S 3	SEX-LIFE	54
S 4	SLEEP	10
S 5	SOCIAL MOBILITY	16
S 6	SOCIAL PARTICIPATION: PERSONAL CONTACTS	50
S 7	SOCIAL PARTICIPATION: VOLUNTARY ASSOCIATIONS	111
S 8	SOCIAL PARTICIPATION: TOTAL (personal + associations)	25
S 9	SOCIAL STATUS (Socio-Economic Status)	140
T 1	TIME	27
T 2	THERAPY	9
T 3	TOLERANCE	37
V 1	VALUE CAREER	8
V 2	VALUES: CURRENT PREFERENCES (own)	49
V 3	VALUES: CLIMATE (current values in environment)	4
V 4	VALUES: SIMILARITY (current fit with others)	5
V 5	VICTIM	11
W 1	WAR	5
W 2	WORK CAREER	1
W 3	WORK CONDITIONS	34
W 4	WORK-ATTITUDES	313

W 5	WORK-PERFORMANCE (current)	6
W 6	WORRIES	27
X	UNCLASSIFIED	22

Appendix 5 Related Topics

This Topic

Classification Page 1

Related Topics

In Subject List on Appendix 4

I 3	INTELLIGENCE	C 10	CREATIVENESS
		E 1.2.1	Level of school-education ABILITY
I 3.1	Development of intelligence (career)		
I 3.1.1	Earlier intelligence		
I 3.1.2	Change in intelligence		GROWTH
		I 3.4	Intelligence defects
I 3.1.4	Later intelligence		
I 3.2	Current general intelligence	P 4.14	Clever
		P 4.71	Naive
		P 4.80	Practical
I 3.2.1	Test-intelligence	S 1.2.2	School-success
I 3.2.2	Reputation of intelligence		REPUTATION
I 3.2.3	Self-perceived intelligence	S 2.2	Current self-characterization
		M 13.3.1	Feeling clear (vs dull, confused)
I 3.3	Current specific mental abilities	P 4	PERSONALITY: CURRENT TRAITS ABILITY
I 3.3.1	Exact ability		
I 3.3.2	Perceptual performance		
I 3.3.2.1	. field independence	P 4.54	Independent
I 3.3.2.2	. perceptual rigidity	P 4.90	Rigid
I 3.3.3	Sorting ability		
I 3.3.4	Verbal ability		
I 3.3.5	Memory		
I 3.4	Intelligence defects	H 2.2.1	Mental handicap
		P 6.3.2	Specific restrictions
		P 6.3.2.3	. restrictions in seeing MONGOLISM
I 3.4.1	Mental retardation		
I 3.4.2	Mental rest-ability		
I 3.5	Attitudes to own intelligence		

End of Report