Summary of Conclusions.

1. The present investigation carried out in 1961 to 62 was designed to verify in Indian conditions Vernon's (1947) claims that variations of intelligence measured by certain tests could be observed under certain conditions with reference to age, sex, locality and occupations. The desire to study such a problem was further acute when Professor P.E. Vernon, the former tutor of the present writer's supervisor, commented, on the factorial patterns of six-ability-test-battery applied by Ray-Chowdhury (1960) on 141 high school boys of 13 to 18 years, chosen from three different schools that the ability of the Indian boys appeared to be somewhat different from those of the British boys. Obviously, it was suspected that findings somewhat new and different from those of Vernon (1947) present investigation. Further, Kemp (1955) studied variation of attainment with reference to several relevant factors.

2. Also, from the relevant literature, we observed that 19th century term 'intelligence' was being studied under the terms, abilities and attainments. Obviously, then the present investigation was designed in the following manner. It had two experimental designs. Experimental design No. 1 had a battery of 9 ability tests applied on 288 boys and girls of 14-19 years chosen from 6 classes (i.e. from IX to B.A. (Final)).
Experimental design No. 2 had a battery of 13 ability and attainment tests applied on 306 male post-graduates chosen from ten occupational training courses of the Muslim University Aligarh.

3. The reliability coefficients of tests in Experimental design No. 1 were all above .80 and Experimental design No. 2 all above .75.

4. Factorisation: When the battery of the above 9 tests in experimental design No. 1 was factorised and the factor loadings were orthogonally rotated, it was observed that two group factors, namely K2 or Induction or concept-formation, and K3 or spatial group factors were obtained in addition to the 'g' factor.

In experimental design No. 2 the battery of 13 tests was also factorised and the orthogonal rotation of three extracted factor loadings was in vain attempted but none of the rotations seemed justified since 'g' loadings were abnormally large. Hence the study was confined to factor structure by observing the contents between unrotated K2 and K3 loadings. And it was observed that K2 represents Artistic and Leisure vs practical, occupational (including pattern Reproduction), and K3 Abilities vs interests concerned with people.

5. Fisher's 't' analysis was carried out to study the differences in tests scores of boys and girls in experimental design No. 1 and post-graduates of 10 occupational training
courses, and the interpretation was drawn under the above mentioned factor patterns (experimental design No. 1) and factor structure (experimental design No. 2) of the tests selected in both the batteries.

6. The following observations were noted down in Experimental design No.

**Part I.**

$K_2$; i.e. Induction (or Concept-formation) group factor:

(I) Pattern Reproduction:

(i) Age: (a) 't' values for high scorers.

Out of 15 treatments in six age groups all the 't' values have been observed significant. We find the highest scorers are those of 15 years and lowest 14 years, and the medium scorers of 16, 17 and 18 years, (cf. Rank positions in Table XXVII A).

(ii) Sex: A significant pattern of difference has been observed between boys and girls. Boys have done better than the girls.

(iii) Locality:

(a)

Significant pattern of difference has been observed between rural and urban high-scorers. Urban high scorers have done better than the rural high scorers (cf. Table - XXVII B-10).
(b) **'t' values for low scorers:**

(i) **Age:** Over all out of 15 treatments in six age groups 11 significant 't' values have been observed. These 11 significant 't' values have been obtained from 22 combination of 4 age groups. We find the high scorers are those of 19 years, lowest 14 years and the medium scorers by 16, 17 and 18 years (cf. Rank position in Table XXVII B).

(ii) **Sex:** Significant pattern of difference has been observed between boys and girls. Girls have done better than the boys.

(iii) **Locality:** Regarding rural and urban high scores a significant pattern of difference has been observed between them. (cf. Table XXVII B 10) the urban low scorers have done better than the rural low scorers.

II. **Raven's Progressive Matrices Test:**

(a) **'t' values for high scorers:**

(i) **Age:** Out of 15 treatments only 7 significant 't' values have been obtained from 28 combinations. We find the highest scorers are those of 19 years, Vernon and Parry (1949 pp. 192) have also shown that 36% 18 to 19 year olds have scored above 55 points in Matrices and their score is higher than other groups from 16 to 40 in the Matrices, and lowest 15 years, the medium scores are 14 and 18 years groups (cf. Rank - position in Table XXVII A).
(ii) Sex: Boys and girls have yielded a significant 't' value, boys have done better than the girls, (cf. Table - III).

(iii) Locality: Urban and rural low scorers have yielded a significant 't' value. Urban low scorers have done better than the rural low scorers.

III. Trist Hargreave's Test:

(a) 't' Values for high scorers:

(i) Age: Out of 15 treatments as much as 14 significant 't' values have been obtained. These 14 't' values have been obtained from 28 combinations of 6 age groups. We find the highest scorers are those of 19 years, lowest 14 years, and the medium 16 and 17 year groups (cf. rank-position in Table XXVII A 8).

(ii) Sex: Boys and girls have yielded a significant 't' values, the girls have done better than the boys.

(iii) Locality: Urban and rural high scorers have also yielded a significant 't' values. Urban high scorers have done better than the high scorers of rural locality, of course expected of the task situation in the test.

(b) 't' Values for low scorers:

(i) Age: 15 treatments have yielded 14 significant 't' values. These 14 significant 't' values have been obtained from 28 combinations of 5 age groups. We find the lowest scorers are those of 19 years, lowest 14 years and the medium 16 and 17 years groups.
(ii) **Sex**: The low scorers of boys and girls have yielded a significant 't' values. Girls have done better than the boys.

(iii) **Locality**: Urban and rural groups have also yielded a significant 't' values. The low scorers of urban group has done better than the rural group.

IV. Lovell's Concept-formation Test:

(a) 't' values for high scorers:

(i) **Age**: Out of 15 treatments in age groups 11 't' values have been observed significant. These significant 't' values have been obtained from 20 combinations of 4 age groups. We find the highest scorers are those of 19 years, lowest 14 years, and the medium 16 and 17 years (cf. rank-positions in Table XXVII A 9).

(ii) **Sex**: Girls and boys have yielded a significant 't' value. Girls have done better than the boys.

(iii) **Locality**: Urban and rural high scorers have also yielded a significant 't' value. The urban high scorers have done better than rural.

(b) 't' values for low scorers:

(i) **Age**: Out of 15 treatments 10 significant 't' values have been observed. These significant 't' values have obtained from 20 combinations of 5 age groups. We find the highest scorers are those of 19 years, lowest 14 years, and the medium 16 and 17 years (rank-position in Table XXVII B).
(ii) **Sex:** Boys and girls have yielded a significant 't' value. The girls have done better than the boys.

(iii) **Locality:** Urban and rural high scorers have also yielded a significant 't' value. The urban high scorers have done better than the rural.

**Part II.**

**Factor Structure: K'3 (or Spatial group factor):**

I. Vernon's Drawing Pattern Test:

(a) 't' values for high scorers:

(i) **Age:** Out of 15 treatments 10 significant 't' values have been observed in 6 age groups. These significant values have been obtained from 20 combinations of 4 age groups. We find the highest scorers are those of 19 years, lowest 15 years, and the medium 16 and 17 years (cf. rank-positions in Table XXVII A 2).

(ii) **Sex:** Girls and boys high scorers have yielded a significant 't' values. Girls have done better than the boys.

(iii) **Locality:** Urban and rural high scorers have yielded a significant 't' value. Urban high scorers have done better than the rural high scorers.

(b) 't' values for low scorers:

(i) **Age:** Out of 15 treatments 12 significant 't' values have been observed in to age group. These 't' values have been obtained from 24 combinations of 4 age
groups. We find the highest scorers are those of 18 years, lowest 14 years, and the medium 16 and 17 years (cf. rank-positions in Table XXVII B).

(ii) **Sex:** Girls and boys low scorers have yielded a significant 't' values. The boys have done better than the girls, of course as expected of the task situation in the test.

(iii) **Locality:** Urban and rural low scorers have also yielded a significant 't' value. The urban low scorers have done better than the rural.

II. Lovell's Gottschaldt (hidden shape) Test:

(a) 't' values for high scorers:

(i) **Age:** Out of 15 treatments 9 significant 't' values have been observed in 6 age groups. These significant 't' values have been obtained from 18 combination of 3 Age groups. We find the highest scorers are those of 19 years, the lowest 14 years, and the medium 16 and 17 years (cf. rank-position in Table XXVII A 7).

(ii) **Sex:** High scorer girls and boys have yielded a significant 't' values. The boys have done better than the girls.

(iii) **Locality:** Urban and Rural high scorers have yielded a significant 't' value. Urban high scorers have done better than the rural.

(b) 't' values for low scorers:

(i) **Age:** Out of 15 treatments as much as 12 significant 't' values have been observed in 6 age groups.
These significant 't' values have been obtained from 24 combinations of 4 age groups. We find the highest scores are those of 19 years, the lowest 14 years, and the medium 16 and 17 years. (cf. rank-position in Table XXVII B).

(ii) **Sex**: Girls and boys low scorers have yielded a significant 't' value. Girls have done better than the boys.

(iii) **Locality**: Urban and rural low scorers have also yielded a significant 't' value. Rural low scorers have done better than the urban.

**III. Raven's Progressive Matrices:**

It has already been discussed earlier under Induction (or concept-formation) group factor.

**Part III. Comments on highest-lowest and median positions of the variable groups.**

Table XXVII A and B 10 shows the highest, lowest and medium positions of the variable groups.

1. 19 year-old high scorers have shown significantly highest total in 4 tests, 2 under induction group factor (i.e. Pattern Reproduction, and Trist Hargreaves), 2 under 'g' factor (i.e. Ray-Chowdhury's V.I.T. and Vernon's Graded Arithmetic-Mathematics test). In addition 19-18 year-old high scorers also have shown significantly highest totals in 6 tests, 2 under induction group factor (i.e. Raven's Progressive Matrices and Lovell's
Concept-formation test), 2 under spatial group factor (i.e. Lovell's Gottschaldt hidden shape and pattern drawing test) and one in Raven's Progressive Matrices, common to both the group factors. Under 'g' factor (i.e. Vernon's Non-Verbal 'g').

(ii) 19 year old low scorers have also shown significantly highest totals in 6 tests, 4 under induction group factor (i.e. pattern Reproduction, Progressive Matrices, Trist Hargreave's Concept-formation and Lovell's Concept-formation test), 2 under spatial group factor (i.e. Lovell's Gottschaldt hidden shape, Raven's Progressive Matrices common to both the group factors and Vernon's Pattern Reproduction under spatial group factor.

18 year old low scorers have shown significantly highest totals in two tests, one separately under spatial group factor (i.e. Vernon's Drawing pattern) and the other, of course jointly (i.e. no significant difference in totals) with 17 year old low scorers, under 'g' factor (i.e. Vernon's Graded Arithmetic-Mathematics).

(1) 14 year old high scorers have shown significantly lowest totals in 4 tests, 3 under induction group factor (i.e. Pattern Reproduction; Trist Hargreave's Concept-formation, and Lovell's Concept-formation), one under spatial group factor (i.e. Lovell's Gottschaldt hidden shape). In addition 15 year old high scorers have also
shown significantly lowest totals in 5 tests, 3 under 'g' factor (i.e. Vernon's Non-verbal 'g', Ray-Chowdhury's V.I.T., and Vernon's graded Arithmetic-Mathematics). 2 under spatial group factor (i.e. Vernon's Drawing Pattern, and Raven's Progressive Matrices, Common to both the group factors).

(ii) Similarly 14 year old low scorers have also shown significantly lowest totals in 6 tests; 4 under Induction group factor (i.e. Pattern Reproduction, Trist Hargreave's Concept-formation, Lovell's Concept-formation, and Raven's Progressive Matrices Common to both the I and K factors), 2 under spatial factor (i.e. Vernon's Drawing Pattern and Lovell's Gottschaldt hidden shape). 15 year old low scorers have shown significantly lowest totals in 3 tests under 'g' factor (i.e. Vernon's Non-Verbal 'g' Ray-Chowdhury's V.I.T., and Vernon's Graded Arithmetic-Mathematics).

Sex: (1) High scoring Boys have shown significantly highest totals in 6 tests, 2 under Induction group factor (i.e. Pattern Reproduction, Raven's Progressive Matrices, common to both the group factors), one under spatial group factor (i.e. Lovell's Gottschaldt hidden shape), and 3 under 'g' factor (i.e. Vernon's 'g' Ray-Chowdhury's V.I.T., Vernon's Arithmetics). And girls high scorers have also shown significantly highest totals in 3 tests,
one under spatial group factor (i.e. Vernon's Drawing Pattern), and 2 under Induction factor (i.e. Trist Hargreave's and Lovell's Concept-formation).

Low scoring Boys have shown significantly highest totals in three tests, one under both Induction as well as spatial factors (i.e. Progressive Matrices), one under spatial factor (i.e. Vernon's Drawing Pattern), and the other under 'g' factor (i.e. Vernon's Arithmetic-Mathematics). In addition low scoring girls have also shown significantly highest totals in 3 tests under Induction factor (i.e. Pattern Reproduction, Trist Hargreave's and Lovell's Concept-formation).

Locality: All the high and low scoring urban students have shown significantly highest totals in tests, 4 under Induction factor (i.e. Pattern Reproduction, Raven's Progressive Matrices, Trist Hargreave's and Lovell's Concept-formation), 3 under spatial factor (Vernon's Drawing Pattern, Gottschalde and Progressive Matrices common to both I and K factors), and 3 under 'g' factor (i.e. Non-Verbal 'g' V.I.T., Arithmetic). Only two low scoring urban students have shown significantly highest totals in 2 tests, one under spatial factor (i.e. Gottschalde) and other under 'g' factor (i.e. Arithmetic-Mathematics).

7. Experimental design No. 2.

Part I. Second Artistic and leisure vs practical and occupation:
I. G.K. Test: 'A' (Artistic):

Out of 45 treatments in 10 occupational groups 19 significant 't' values have been observed. These significant 't' values have been obtained from 38 combinations of 7 occupational groups. We find the highest scorers are those of Humanities, the medical science, the medium Business, and social science, and teachers under training, (cf. rank-position in Table XXVII C 3).

(b) 't' values for low scorers:

Out of 45 treatments in 10 occupational groups 22 significant 't' values have been observed. These significant 't' values have been obtained from 44 combinations of 8 occupational groups. We find the highest scorers are those of Business group, the lowest social science, and the medium Medical and Library Science (cf. rank-position in Table XXVII D 3).

II. Vernon's Non-Verbal 'g':

(a) 't' values for high scorers:

Out of 45 treatments in 10 occupational groups 31 significant 't' values have been observed. The significant 't' values have been obtained from 62 combinations of 9 occupations. We find the highest scorers are those of physical science, the lowest Humanities, and the medium Engineering, legal studies and library science (cf. rank-position in Table XXVII C 1).
(b) 't' values for low scorers:

Out of 45 treatments in 10 occupational groups 27 significant 't' values have been observed. These significant 't' values have been obtained from 54 combinations of 9 occupations. We find the highest scorers are those of Engineering and library science, the lowest legal studies, and the medium social and medical sciences (cf. rank-position in Table XXVII D 1).

III. G.K. Test 'B' (Business):
(a) 't' values for high scorers:

Out of 45 treatments in 10 occupational groups 29 significant 't' values have been observed. These significant 't' values have been obtained from 58 combinations of 8 occupations. We find the highest scorers are those of Natural science, the lowest legal studies, and the medium library science and teaching (cf. rank-position in Table XXVII C 4).

(b) 't' values for low scorers:

Out of 45 treatments in 10 occupational groups 25 significant 't' values have been observed. These significant 't' values have been obtained from 50 combinations of 8 occupations. We find the highest scores are those of Engineering, the lowest social science, and the medium Natural and Medical sciences (cf. rank-position in Table XXVII D 4).
IV. G.K. Test 'C' (Constructional and mechanical):
(a) 't' values for high scorers:
Out of 46 treatments in 10 occupational groups 31 significant 't' values have been observed. These significant 't' values have been obtained from 62 combinations of 8 occupations. We find the highest scorers are those of teachers under training, the lowest legal studies, and the medium Business, Social science and Library science (cf. rank-position in Table XXVII G 5).

(b) 't' values for low scorers:
Out of 45 treatments in 10 occupational groups 19 significant 't' values have been observed. These significant 't' values have been obtained from 38 combinations of 6 occupations. We find the highest scorers are those of physical science, the lowest legal studies, and the medium Natural science and Humanities (cf. rank-position in Table XXVII D 5).

V. G.K. Test 'H' (Handicraft):
(a) 't' values for high scorers:
Out of 45 treatments in 10 occupational groups 23 significant 't' values have been observed. These significant 't' values have been obtained from 46 combination of 7 occupations. We find the highest scorers are those of Engineering, the lowest Medical science, and the medium Natural and Business groups. (cf. rank-position in Table XXVII G 7).
(b) *t* values for low scorers:

Out of 45 treatments in 10 occupational groups 24 significant *t* values have been observed. These significant *t* values have been obtained from 48 combinations of 8 occupations. We find the highest scorers are those of Business, the lowest Humanities, and the medium Physical science and Legal studies, (cf. rank-position in Table XXVII D 7).

VI. G.K. Test 'L' (Literary):

(a) *t* values for high scorers:

Out of 45 treatments in 10 occupational groups 25 significant *t* values have been observed. These significant *t* values have been obtained from 50 combinations of 8 occupations. We find the highest scorers are those of Humanities, the lowest Medical science, and the medium Social science and Engineering (cf. rank-position in Table XXVII C 8).

(b) *t* values for low scorers:

Out of 45 treatments in 10 occupational groups 15 significant *t* values have been observed. These significant *t* values have been obtained from 30 combinations of 6 occupations. We find the highest scorers are those of Social science, the lowest Medical science, and the medium Humanities and Natural science (cf. rank-position in Table XXVII D 8).
VII.  G.K. Test 'M' (Musical);

(a) *t* values for high scorers:

Out of 45 treatments in 10 occupational groups 23 significant *t* values have been observed. These significant *t* values have been obtained from 46 combinations of 6 occupations. We find the highest scorers are those of Physical science, the lowest Legal studies, and the medium Business and Social science (cf. rank-position in Table C 9).

(b) *t* values for low scorers:

Out of 45 treatments in 10 occupational groups 22 significant *t* values have been observed. These significant *t* values have been obtained from 44 combinations of 6 occupations. We find the highest scorers are those of Physical science, the lowest Medical science, and the medium Social science, Natural and teaching (cf. rank-position in Table XXVII D 9).

VIII.  G.K. Test 'S' (Scientific);

(a) For high scorers:

Out of 45 treatments in 10 occupational groups 28 significant *t* values have been observed. These significant *t* values have been obtained from 8 occupations. We find the highest scorers are those of Engineering, the lowest Legal studies, and the medium Social science and teaching groups (cf. rank-position in Table XXVII C 11).
(b) **For low scorers:**

Out of 45 treatments 31 significant 't' values have been observed. These significant 't' values have been obtained from 9 occupations. We find the highest scorers are those of Business, the lowest Legal studies, and the medium Medical and Social science (cf. rank-position in Table XXVII D 11).

**IX. Pattern Reproduction:**

(a) *'t' values for high scorers:*

Out of 45 treatments and 21 significant 't' values have been observed. These significant 't' values have been obtained from 42 combinations of 60 occupations. We find the highest scorers are those of Engineering and Medical science, the lowest Legal studies, and the Medium Business, Humanities and teaching, (cf. rank-position in Table XXVII C 2).

(b) *'t' values for low scorers:*

Out of 45 treatments only 20 significant 't' values have been observed. These significant 't' values have been obtained from 40 combinations of 8 occupations. We find the highest scorers are those of Engineering, the lowest teaching, and the medium Humanities, Physical science and Medical science (cf. rank-position in Table XXVII D 2).
X. G.K. Test 'G' (Gregarious):

(a) 't' values for high scorers:

Out of 45 treatments in 10 occupations 26 significant 't' values have been observed. These significant 't' values have been obtained from 52 combinations of 7 occupations. We find the highest scorers are those of Library science, the lowest medical science, and the medium natural and social sciences (cf. rank-positions in Table XXVII C 6).

(b) 't' value for low scorers:

Out of 45 treatments in 10 occupations 23 significant 't' values have been observed. These significant 't' values have been obtained from 46 combinations of 8 occupations. We find the highest scorers are those of Natural science, and the lowest Medical science, and the medium Social science, and Library science (cf. rank-position in Table XXVII D 6).

XI. G.K. 'O' (Out-door):

(a) 't' values for high scorers:

Out of 45 treatments in 10 occupations 28 significant 't' values have been observed. These significant 't' values have been obtained from 56 combinations of 8 occupations. We find the highest scorers are those of Physical science and Engineering, lowest Legal studies, and medium Natural science and Business (cf. rank-positions in Table XXVII C 10).
(b) $t'$ value for low scorers:

Out of 45 treatments in 10 occupations 21 significant $t'$ values have been observed. These significant $t'$ values have been obtained from 42 combinations of 7 occupations. We find the highest scorers are those of Physical science, Lowest Legal studies and Medical science and the medium Natural science, Social science and teaching groups (cf. rank-position in Table XXVII D 10).

XII. G.K. Test $W$ (Welfare):

(a) $t'$ value for high scorers:

Out of 45 treatments of 10 occupations 17 significant $t'$ values have been observed. These significant $t'$ values have been obtained from 34 combinations of 7 occupations. We find the highest scorers are those of Engineering, lowest Medical science, and medium Social science and teaching groups (cf. rank-positions in Table XXVII G 13).

(b) $t'$ value for low scorers:

Out of 45 treatments of 10 occupations 13 significant $t'$ values have been observed. These significant $t'$ values have been obtained from 26 combinations of 6 occupations. We find the highest scorers are those of Engineering, lowest Natural science, and the medium social science and Humanities (cf. rank-positions in Table XXVII D 13).
Part II.

Comments on highest and lowest positions of the Variable groups.

(1) From the 't' analysis, we find High scorers of physical science group have shown significantly highest totals in 2 tests, one separately under Artistic and leisure vs Practical occupational factor (i.e. Vernon's Non-Verbal 'g'), and the other of course jointly (i.e. no significant difference in totals) with high scorers of Engineering group, under abilities vs interests factor (i.e. outdoor and Physical activities).

High scorers of Humanities, Natural science, teachers under training have shown significantly highest totals in 4 tests under Artistic and Leisure vs practical and occupation factor (i.e. Artistic and Literary; Business, and Constructional-Mechanical). In addition to the high scorers of Engineering group have also shown significantly highest totals in 3 tests, 2 under Artistic and leisure vs practical occupational factor (i.e. Handicraft, Scientific), and one under abilities vs interest factor-structure contrasts (i.e. Welfare Humanitarian).

The high scorers of Business and Library science have also shown significantly highest totals in 2 tests under Abilities vs interest factor (i.e. theatrical and dramatic and Gregarious).
No comment is necessary for two tests, namely Vernon's Non-Verbal 'g' and Musical attempt, since none of the occupational groups could be differentiated with the help of the tests.

Also, no comments about the low scorers. It is found that in 9 tests performances, 19 year boys have obtained highest positions which are significant.

(i) Overall results show that regarding the significant observations in the six, 14 to 19 year age groups, 16 year group has obtained the first position in Gottschaldt test; 18 year groups has obtained first position in Vernon's Drawing Pattern Test; 19 year group has obtained first positions in seven tests, namely Aligarh V.I.T., Vernon's Pattern Reproduction, Vernon's Non-Verbal 'g', Vernon's Graded Arithmetic-Mathematics, Raven's Progressive Matrices, Lovell's Concept-formation test, Trist Hargreave's Concept-formation test.

(ii) That males have obtained higher average scores in 6 tests, namely Aligarh V.I.T., Vernon's Pattern Reproduction, Vernon's Arithmetic, Vernon's 'g', Hidden shape, Raven's Matrices and females have obtained higher average scores in 3 tests namely Vernon's Drawing Pattern, Trist Hargreave's Concept-formation, and Lovell's Concept-formation.

(iii) That Urban children have obtained higher average scores in all the 9 tests.
(iv) That regarding the significant observations in the 10 occupational groups. Physical Science group has obtained first position in 4 tests, namely A.M.O (of G.K. Test), and Vernon's Non-Verbal 'g'; Business group has obtained first position in 'B' (of G.K. Test); Natural science group has obtained first position in 'T' (of G.K. Test); Teaching group has obtained first position in 'C' (of G.K. Test); Library science group has obtained first position in 'G' (of G.K. Test); Engineering group has obtained first positions in 'H','T','W', (of G.K. Test) and Vernon's Pattern Reproduction; Humanities group has obtained first position in 'L' (of G.K. Test).

(v) That all the variables, namely age, sex, locality and training courses, chosen in the present investigation have been detected to be significant contributors to the growth of intelligence and attainment factors, as suspected by Professor P.E. Vernon from the factorial analysis of a six test ability battery applied by Ray-Choudhury (1960).