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Driving Aptitude of CCC Enrollees as Compared with a Similar Age Group from the General Population

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THE RELATION OF BACKGROUND, INTEREST AND
STUDY HABITS TO GRADES IN COLLEGE

A. R. LAUER

Measures were made of attitudes toward certain matters relating to college activities (Y), study habits (S) as measured by pencil and paper tests, background, (C) as measured by the Iowa State College Cultural Inventory, and the grade-point-average of 87 students (G). Correlations were computed to determine the relative importance of the factors studied. The following correlations were obtained.

Table I

| | G | S | Y |
|---|--------|--------|--------|
| C | +.1504 | -.1981 | -.2662 |
| Y | +.2927 | +.0776 | |
| S | +.1618 | | |

The reliability of the grades was sufficient to insure the significance of results. It is shown by multiple correlation technique that the most important item measured for prognosticating grades is interest (Y). The second important item was background (C), which is somewhat related to intelligence, and study habits (S) were least important.

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DRIVING APTITUDE OF CCC ENROLLEES AS COM-
PARED WITH A SIMILAR AGE GROUP FROM THE
GENERAL POPULATION

THERON S. CARTY AND A. R. LAUER

Two groups of individuals were compared on characteristics pertaining to sensory, motor and central processes, assumed to be necessary to efficiency in driving an automobile, to determine the degree of similarity between traits of 44 CCC enrollees and an unselected sample of 70 youths from the same age groups.

The only significant differences found were: (1) CCC enrollees

were shorter in stature and (2) less active than the general population. (3) The vision of the CCC enrollees was also poorer and (4) they lacked experience with automobiles as compared with the average youth.

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EXPERIMENTAL EVIDENCE ON THORNDIKE'S LAW
OF REPETITION AND COROLLARIES FREQUENCY
AND RECENCY

MORGAN HARRISON AND EARLE E. EMMÉ

1. Purpose of experiment: To discover whether Thorndike's laws of repetition, frequency, and recency are valid.
2. Method and procedure
 - (1) 55 college students were subjects, with sophomores in predominance.
 - (2) Percentil rank on intelligence of these students was secured.
 - (3) A maze consisting of 99 bolt heads was used. Two separate circuits, a white light for the desirable path, and the red the undesirable.
 - (4) Trial and error method.
Each subject attempted to discover the desirable path with the least number of errors in five trials.
3. Findings
 - (1) The medium number of errors was 81.
 - (2) The three laws were strongly in evidence.
 - (3) Positive correlation between intelligence and learning.
 - (4) A simple electrical maze was found very usable, easily adapted for classroom use. The visual aspects seem superior to the feeling aspect of former studies.

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