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## The Correlation of Implicit and Explicit Behavior and the Presence of Sex Differences in Learning Responses

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Tests 2, 6 and 7.....	100%
Tests 2, 6 and 1.....	100%
Tests 2, 6 and 4.....	100%

By taking into consideration the scores made on the seven, individual tests, in addition to the total score, and with the proper use of tables I and III, it is possible for the counselors and administrative officers to advise the student with a great deal of assurance. He can be told how he stands in relation to others and he should be shown that he probably has or does not have the ability to do successful work along certain lines.

IOWA STATE COLLEGE,  
AMES, IOWA.

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## THE CORRELATION OF IMPLICIT AND EXPLICIT BEHAVIOR AND THE PRESENCE OF SEX DIFFERENCES IN LEARNED RESPONSES

ALVAH R. LAUER

The argument for a general integrating factor in behavior has largely been discounted on the basis of measurements of explicit responses. In most cases such samplings of behavior are subject to influence of training, either directly or indirectly. A criticism of such conclusions is offered.

It was the purpose of this study to measure and compare samplings of both implicit and explicit responses. Learned and unlearned reaction patterns were studied. Intercorrelations of the various types of responses were made using data from 123 subjects. The reliabilities of the measures varied from .37 to .92 but were mostly above .75. Sex differences were noted and the correlations of men and women were computed separately. Multiple correlations of different combinations led to a method of analysis for multiple variable problems.

There is some evidence of a general organic condition which determines the nature of the response. Sex differences are marked in certain types of learned behavior, but were not found in specific types of unlearned behavior. The results are suggestive of the strong influence of environment on certain patterns of response.

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## COMPETITION FOR MARKS

JOHN W. CHARLES

This study compares the marks of lower class men with those of upper class men in the same courses. It was found that Freshmen experience greater difficulty in comparison with their older class-mates than any other class does. Seniors fall slightly below the standards set by Juniors.

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## INFLUENCE OF REDUCING CREDIT FOR ABSENCE ON REGULARITY OF CLASS ATTENDANCE IN COLLEGE

E. O. FINKENBINDER

In the summer of 1916 at Iowa State Teachers College the rule of the faculty that one-tenth of a point of credit should be deducted for each unexcused absence in any class became effective. For the three years preceding that time the median percentage of absence per term was 2.2 with a mean variation of .13; immediately after the rule went into effect the median percentage of absence was lowered to  $1.45 \pm .25$ , which is a reduction in amount of absence of about one-third.

If attendance is studied from the view of the percentage of students in each class who were never absent during the term it is to be seen that the median preceding the rule was  $42 \pm 4.5$ ; but afterward it was  $60.5 \pm 4.5$ . This shows that a third more students were perfect in attendance after the rule than before it.

During the first year of the operation of the rule no teacher had as low a percentage of perfect attendance as the average of the year before; and every teacher had a higher percentage of perfect attendance than the year before the rule went into effect. This excellence of perfect attendance holds to the present time; and no teacher who was here before the rule went into effect has had as low a percentage of perfect attendance the past year as he had before the rule went into effect.

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