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## Some Relationships between Scholastic Efficiency and Motor Ability

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## SOME RELATIONSHIPS BETWEEN SCHOLASTIC EFFICIENCY AND MOTOR ABILITY

FREDERIC S. BEEBEE

This is a report of a study of some relationships between scholastic efficiency and certain motor skills. Three questions were asked:

1. Do the motor abilities of the scholastically superior student differ from those of the members of the same class whose academic work is inferior?
2. How far do mechanisms of central control account for such differences as exist?
3. What is the significance of these differences as related to scholastic superiority?

An answer was sought by comparing the achievement in a series of tests of motor ability of two groups of second year men registered in the College of Liberal Arts, State University of Iowa. A group of 40 was selected to represent each scholastic extreme as measured by their academic achievement during their freshman year.

The tests used were the Seashore four choice apparatus, electrical threshold, suggestibility, simple reaction time, pursuit pendulum, pursuit disc, ergograph and speed of tapping. These tests were selected to determine thresholds, suggestibility, motor skills, central motor control in a complex situation, and insight.

The results obtained would suggest the following conclusions:

1. There are definite motor abilities which would differentiate between the scholastic extremes of a class.
2. The superiority in motor abilities of the scholastically superior student is at least partly related to the dominance of the mechanisms of central control, to low thresholds and to insight.
3. The differences found support, with laboratory data, the hypothesis that scholastic success is conditioned by insight, mental trial and error, ability to follow instructions and adaptability; in short, by the dominance of mechanisms of central control.

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