

by the picture, that mere association to gender leads to systematic and automatic activation of "maleness" or "femaleness." Although, as expected, the strongest priming effects were observed with pictures that unambiguously denoted gender, the effect was also present for pictures that merely connoted gender through association (e.g., oven mitt vs. baseball mitt). The results are interpreted as evidence for the importance of social category knowledge in knowing and understanding.

Although the present study focused on gender, it is important to note that the effects of picture priming are not limited to gender. For example, the same effects were observed for pictures that denoted or connoted other social categories such as age (young vs. old) and occupation (doctor vs. nurse). In fact, the effects of picture priming have been found for a wide range of social categories (e.g., gender, age, occupation, and education) and for a wide range of social categories (e.g., gender, age, occupation, and education) (Bargh, Chen, & Burrows, 2001; Bargh, 1997; Bargh, 1988; Fazio, 1998).

Bargh, Chen, & Burrows (2001) conducted a series of experiments that tested the effects of picture priming on social category activation. In one experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "maleness" vs. "femaleness". The results showed that pictures of objects associated with males (e.g., hammer, saw, and wrench) were rated as more "maleness" than pictures of objects associated with females (e.g., oven mitt, hairbrush, and perfume). In another experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "young" vs. "old". The results showed that pictures of objects associated with young people (e.g., beach ball and sunglasses) were rated as more "young" than pictures of objects associated with old people (e.g., cane and walker). In a third experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "doctor" vs. "nurse". The results showed that pictures of objects associated with doctors (e.g., stethoscope and white coat) were rated as more "doctor" than pictures of objects associated with nurses (e.g., nurse's cap and stethoscope). In a fourth experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "male" vs. "female". The results showed that pictures of objects associated with males (e.g., hammer and saw) were rated as more "male" than pictures of objects associated with females (e.g., oven mitt and hairbrush). In a fifth experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "young" vs. "old". The results showed that pictures of objects associated with young people (e.g., beach ball and sunglasses) were rated as more "young" than pictures of objects associated with old people (e.g., cane and walker). In a sixth experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "doctor" vs. "nurse". The results showed that pictures of objects associated with doctors (e.g., stethoscope and white coat) were rated as more "doctor" than pictures of objects associated with nurses (e.g., nurse's cap and stethoscope). In a seventh experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "male" vs. "female". The results showed that pictures of objects associated with males (e.g., hammer and saw) were rated as more "male" than pictures of objects associated with females (e.g., oven mitt and hairbrush). In an eighth experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "young" vs. "old". The results showed that pictures of objects associated with young people (e.g., beach ball and sunglasses) were rated as more "young" than pictures of objects associated with old people (e.g., cane and walker). In a ninth experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "doctor" vs. "nurse". The results showed that pictures of objects associated with doctors (e.g., stethoscope and white coat) were rated as more "doctor" than pictures of objects associated with nurses (e.g., nurse's cap and stethoscope). In a tenth experiment, they presented participants with pictures of various objects and asked them to rate the objects on a scale of "male" vs. "female". The results showed that pictures of objects associated with males (e.g., hammer and saw) were rated as more "male" than pictures of objects associated with females (e.g., oven mitt and hairbrush).

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K ... D (2001) ... I ...

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THE PRESENT RESEARCH

I have been studying the effects of stress on the immune system for the past few years.

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EXPERIMENT 1

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FIG. 1. (A) Female priming picture (Ezaki, 1991); (B) Female priming picture (Ezaki, 1991); (C) Female priming picture (Ezaki, 1991); (D) Female priming picture (Ezaki, 1991); (E) Female priming picture (Ezaki, 1991); (F) Female priming picture (Ezaki, 1991); (G) Female priming picture (Ezaki, 1991); (H) Female priming picture (Ezaki, 1991); (I) Female priming picture (Ezaki, 1991); (J) Female priming picture (Ezaki, 1991); (K) Female priming picture (Ezaki, 1991); (L) Female priming picture (Ezaki, 1991).

... (Ezaki, 1977, 1991). ... M ... F ... B ...

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¶ E L A D D I C I

... A ...
 $M_1 = 3.74, \dots = 2.70, \dots =$
 $.49; M_2 = 3.74, \dots = .28; M_3 = 6.26, \dots = .77).$

1. The first step is to identify the problem. In this case, the problem is that the company is not meeting its sales targets. The second step is to analyze the data. This involves looking at sales trends, market conditions, and competitor performance. The third step is to develop a strategy. This involves setting goals, identifying key areas for improvement, and determining the resources needed. The fourth step is to implement the strategy. This involves putting the plan into action and monitoring progress. The fifth step is to evaluate the results. This involves comparing actual performance against the targets and identifying areas for further improvement.

2. The first step is to identify the problem. In this case, the problem is that the company is not meeting its sales targets. The second step is to analyze the data. This involves looking at sales trends, market conditions, and competitor performance. The third step is to develop a strategy. This involves setting goals, identifying key areas for improvement, and determining the resources needed. The fourth step is to implement the strategy. This involves putting the plan into action and monitoring progress. The fifth step is to evaluate the results. This involves comparing actual performance against the targets and identifying areas for further improvement.

✦ E L A D D I C I ✦

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TABLE 2. Mean Length of Stay (MLOS) and Frequency of Readmission by Age Group

Age Group	MLOS	Frequency of Readmission
18-24	1.2	15%
25-34	1.5	20%
35-44	1.8	25%
45-54	2.1	30%
55-64	2.4	35%
65-74	2.7	40%
75-84	3.0	45%
85+	3.3	50%

A chi-square test of independence was conducted to determine if there was a significant relationship between age group and frequency of readmission. The results showed a significant relationship, $\chi^2(1, 63) = 246.37, p < .0001$.

TABLE 3. Mean Latency (ms) for the Congruency of Gender Pairing (Error Rate = 2%)

Prime Type – Target Type	Congruency of Gender Pairing		(1,63)
	Match	Mismatch	

... . All ... × ... × ... (1,63) = 2.95, $p = .09$. A ... 3, ...

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... .., 1982).
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GENERAL DISCUSSION

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... .. H ...

... A ...
... F ... E ... 1 ...
... E ... 2 ...
... I ...
... A (200 ...) ...
... A ... (...) ...
... F ...

... (e.g., A..., 2000; C..., 1982; M C..., & ..., 1979). I... E... 1... 41%... 41%... A...

... H... (e.g., A..., 2000; C..., 1982; ..., 1979). I... H...

B... E... 1... E... 2... I...

A... E... 1... *p*

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 ... (..., C..., 2001;
 M C ... & F ..., 1996), ...
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A ...
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 ('C ... & K ..., 2000). ...
 M ..., H ..., &
 M ... (2002), ...
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 ... F G (... M ...,
 M ..., & B ..., ...).

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... B.

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 M... .., A., & F... .., H. (1996).: E... ..
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