A Criticism of the Law of Effect

Clellen L. Morgan
State University of Iowa

Recommended Citation
Available at: https://scholarworks.uni.edu/pias/vol38/iss1/87
TRANSIENT APHASIA AS A COMMON ELEMENT IN SPEECH AND READING DEFECTS

Geo. A. Kelly

Transient aphasia characterizes mental fatigue. It was thought that it might also characterize those individuals whose rate and comprehension in silent reading is low in comparison with their intelligence. A test was devised which required a series of equivalent mental operations at two-second intervals, in order to reveal momentary aphasic periods. College freshmen whose rate and comprehension in silent reading was below the average for their level of intelligence failed to perform 20% of the operations; those whose reading scores were consistent with their intelligence failed to perform 11.9% of the operations and those whose reading scores were high in relation to their intelligence failed to perform only 5.9% of the operations. The speech of these individuals was analyzed by five different objective criteria and was found to vary in quality directly with the relative value of the silent reading score.

STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

A CRITICISM OF THE LAW OF EFFECT

Cellen L. Morgan

The criticisms of the law of effect as an explanation of selection or “stamping in” of bonds are herein based upon two studies of the nature of learning.

One experiment consists of a Chinese Puzzle, the other of a Mental Maze.

The experimental evidence points to another and higher mental process or function which explains selection and the “stamping in” phenomena. This process is the perception of relationships of the parts to the whole (a recognition or judgment) further as is consistent with the goal or purpose toward which the subject is working.

Satisfaction and Annoyance are accompanying phenomena of the above principles, and may become the subject’s sole goal. The law of Effect is, therefore, to be considered as a variable or fluctuating phenomena, unable because of inconsistency to direct or “stamp in” phenomena to be learned.

STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

Published by UNI ScholarWorks, 1931