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Color Experiment with Cattle

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REPORTS

SPEECH SOUND STATUS OF INFANTS DURING THE SIXTEENTH, SEVENTEENTH AND EIGHTEENTH MONTHS

FRANCES J. ANDERSON

The speech sounds of twenty-nine infants from the sixteenth to the eighteenth months were transcribed in the International Phonetic Alphabet. Comparisons were made of vowel and of consonant frequencies as between each of the three months. Further comparisons were made with other age groups in order to show the developmental status of the use of speech elements of the age group.

IOWA CHILD WELFARE RESEARCH STATION,
STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA

SPEECH SOUND STATUS OF NEWBORN NEGRO AND WHITE INFANTS

HAN PIAO CHEN

The speech sounds of 50 white and of 30 negro newborns were transcribed in the International Phonetic Alphabet. Comparisons were made between the two groups. Further comparisons were made of these two groups with older infants and with adults.

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COLOR EXPERIMENT WITH CATTLE

EARLE E. EMME

Findings.

1. General attention to red, white, black and green banners ranked first.
2. The white banner received more attention than either the red, black, or green banners.

3. The red, green, and black banners received equal attention.
4. The red banner, contrary to traditional belief, did not excite the cattle to any greater degree than did any one of the other banners and less than the white one. (For further details see *J. of Psychol.* 12:183-184. 1941.)

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THE SCALING OF WORD ATTRIBUTES

C. HESS HAAGEN

The need for learning materials, quantified as to their degrees of relatedness in meaning, has become increasingly evident as learning experimentation and theory imply more and more the important role which similarity may play in transfer phenomena. The present study was undertaken to provide materials which might be used in a more direct attack upon this and related problems.

Eighty series of five two-syllable adjectives, related in meaning and paired with a common base word, were presented to three groups of judges. They were asked to allocate these word pairs to a seven point scale by a modified equal-appearing intervals technique. One group of judges scaled according to the defined relation of meaning, the second rated the strength of associative connection, while the third evaluated the vividness of connotation of the word-pairs. A fourth group of judges rated their familiarity with the words on a five point scale. From these judgments, the scale values of the four hundred word-pairs were obtained for each of the word attributes.

A comparison of the scalings of these three word attributes is made and their implications for learning experimentation discussed. From the familiarity ratings, observations on the recognition vocabulary of college undergraduates and the influence of uncertainty upon scale ratings are made.

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