PROGRAM OF THE SECTION ON PSYCHOLOGY

Chairman: P. L. HIGHTOWER, Central Normal School

1. Objective data on Gestalt versus Connectionist. Frederick B. Knight, Purdue University.
2. Vision—A new concept. Frederick Booth, Michigan City.
3. The learning and forgetting of attitudes. H. H. Remmers, Purdue University.
4. An analysis of the conditioned responses in dogs, with special reference to the side of the body conditions. E. L. Walker and W. N. Kellogg, Indiana University.
5. On the relation of language to symbol usage. David R. Craig, Indiana University.
6. A comparative study of automobile braking reaction-time for visual and auditory stimuli. Frank R. Elliott, Indiana University.
7. Round Table Discussions.

General—What topics should constitute the beginning course in psychology? During what college year should this course be given? Chairman: A. R. Eikenberry, Manchester College.

Teacher-Training—Adequate psychological preparation for elementary and high school teachers. Chairman: Lars L. Hydle, Ball State Teachers College.

Clinical—A job analysis of the clinical psychologist: Where he works, what he does, and what constitutes desirable training for his work? Chairman: C. M. Louttit, Indiana University.

Industrial—Requirements for personnel work. Chairman: Edgar L. Yeager, Indiana University.

A. R. Eikenberry, Manchester College, was elected chairman of the Section for 1938.

ABSTRACTS

A new concept of vision based upon relativity. FREDERICK BOOTH, Michigan City.—According to the principle of relativity, time, velocity, and distance are not absolute, but purely relative. Vision is dependent on a combination of the three; omit one, and vision disappears. We estimate distance by the length of time required to move, at a certain velocity, from one of its extremes to the other. The judgment of time, velocity, and distance varies with the optical state of the observer's eye. If three persons, one myopic, one hyperopic, and one normal, all look at one thing, the three retinal images are different in size. Since judgment of distance depends upon the size of the retinal image, the estimates of these three observers must vary. As, with experience, they learn to estimate distances, they are really constructing measuring rods and

timepieces commensurate with their retinal images. Color is simply a mental interpretation based upon the velocities of the various waves. An individual timepiece and measuring rod must be applied to each color, and, consequently, color tint is a relative quantity. The correction of an optical defect changes the size of the image on the retina and necessitates the modification of units of time and length before distances can again be judged accurately.

The learning and forgetting of attitudes. H. H. REMMERS, Purdue University.—A series of experiments chiefly with subjects of high school age were designed to change attitudes toward such attitude objects as negroes, social insurance, capital punishment, labor unions, pupil self-government and toward certain issues related to conservation such as draining swamps, taxation for afforestation, clean farming, and government supervision of farming versus individual initiative in farming. The populations for the various experiments varied from 36 to 330. The effect of injecting defined social stimulus materials following the initial measurement of group attitudes was determined from paired group comparisons for central tendency and spread of measurements following the exposure of the experimental subjects to the social stimulus materials. The major findings all point to the relative ease with which attitudes of this sort can be changed and to their relatively high stability. Data concerning the relative stability of attitudes will also be presented. Some of the psychological and social implications of the studies are noted.