inconsistent with the results of these experiments. Bourne & Bunderson (1963) trained different groups of adults with different ITI durations on a concept-utilization task and found that learning rate increased monotonically with ITI duration from 1 to 9 sec. Bourne et al (1965, Experiment 1) employed a wider range of ITI durations (1 to 25 sec) and found a nonmonotonic relation between learning rate and ITI duration. On a simple problem (one irrelevant dimension), learning rate increased with ITI from 1 to 9 sec, but additional increases in ITI produced a slight decrease in learning rate. On a complex problem (five irrelevant dimensions), the maximum learning rate occurred at 17 rather than 9 sec.

Two processes have been identified that might produce the increase in learning rate with moderate increases in ITI found in the concept-utilization experiments (Bourne et al, 1965; Nodine, 1967). First, an increase in ITI duration increases the probability that S will have sufficient time to compare the currently presented concept instance with retained information from previously presented instances and then abstract from this information the stimulus properties that define the concept. The amount of time required for this processing is believed to be an increasing function of task complexity. Second, an increase in ITI provides greater opportunity for S to rehearse since the ITI is typically unfilled.

In the present experiment, there were no irrelevant dimensions; thus, the amount of time required for comparison and abstraction is insignificant. The inferiority of performance for Group 1 is, therefore, more likely due to limitations on rehearsal than to limitations on comparison and abstraction. The failure to find learning-rate differences among ITI durations of 6, 11, and 16 sec differs from the results of the Bourne et al experiments, and this is very likely due to differences in the Ss employed. Although the factors producing the performance decrement that occurred with long ITI durations in the Bourne et al experiments are not completely understood, there was some suggestion in Experiment 2 that it might have resulted from forgetting of stimulus information: When the stimulus remained present throughout the ITI, there was no performance decrement with long ITI durations. It might be expected that, for children, this forgetting of stimulus information would be even more pronounced. Bogartz (1967), for example, has reported that preschool children's retention of such information decreases considerably between 7.7 and 15.7 sec. Thus, the failure to find learning-rate differences among ITI durations of 6, 11, and 16 sec in the present experiment may have resulted from Ss failing to recall sufficient stimulus information to enable rehearsal to facilitate performance.

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ERRATUM

McCALL, ROBERT B., Fels Research Institute, Yellow Springs, Ohio 45387, and MELSON, WILLIAM H. University of North Carolina, Chapel Hill, N. C. 27514. Psychonómic Science, 1969, 17 (6), 317-318. Attention in infants as a function of magnitude of discrepancy and habituation rate.– Page 317, the lower half of Figure 1 was transposed. It is reproduced correctly in the two columns to the right.

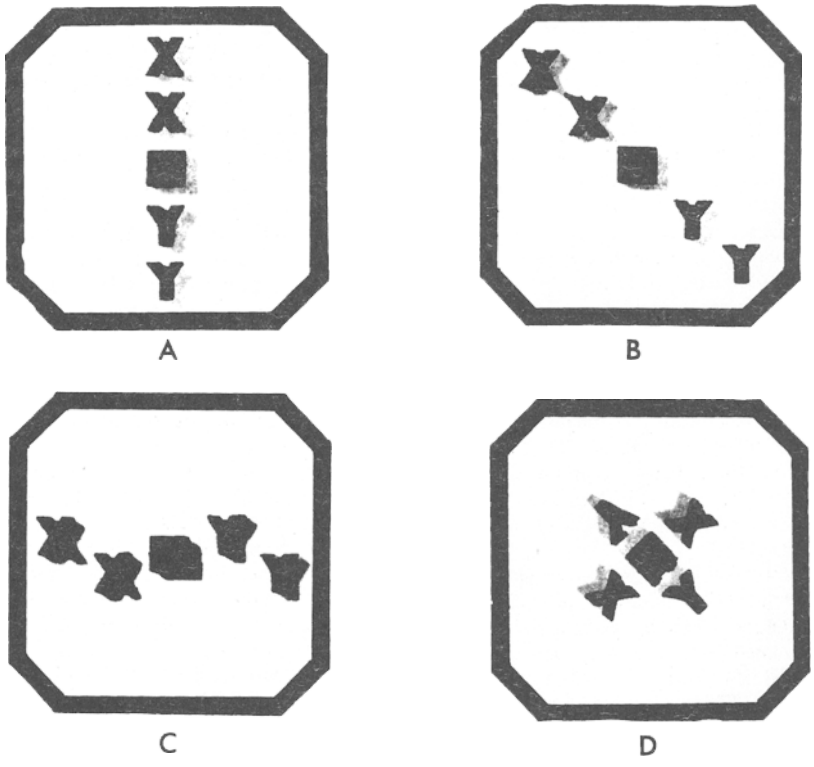

Fig. 1. The stimuli used in the study. From left to right and from top to bottom, the stimuli are referred to in the text as A, B, C, and D, respectively.