Summarizing the Stroop (1935) article

1. Intro
	1. Interference 🡪 already formed associations interfere with learning other associations.
	2. Practice can decrease interference effects
	3. Change in time reacting to colors; when word and color are different (incongruent). The difference in the response time is the interference.
2. Experiment 1
	1. RCNb: Read color names all printed in black. (RED, BLUE, GREEN)
	RCNd: Read color names printed in different (incongruent) colors. (RED, BLUE, GREEN)
	It took slightly more time to read incongruent stimuli but no significant difference – the differences in response time between black print and colored print did not significantly affect response time.
3. Experiment 2
	1. NC: blocks of color (■, ■, ■)
	2. RCNd: Read the color of the ink the word is written in when name and color are different (incongruent) (RED, BLUE, GREEN)
	Found large increase in response time between naming the block color and naming the ink color of the word. Takes significantly longer to say the name of the color in RCNd condition.

1. Experiment 3
	1. On swastikas instead of squares; two versions that were inverse of each other. Experiment tested for practice effects. Found results that resemble typical learning curve – participants got faster with practice. Speed difference between genders 🡪 women were faster.
	2. Practice on the NCWd test led to slower response times on the RCNd test – learned new associations with practice and old associations became more difficult to recall