

## Errata

This document contains a list of some of the mistakes and typos discovered in my thesis after it went to print. Some I discovered myself while others were pointed out to me by people who read the thesis diligently and carefully. First and foremost, I would like to thank my opponent **Robin Lickley** for pointing out many typos and errors. Additional help was also received from **Joakim Nivre** (who was on my committee) and **Sieb Nooteboom**.

Despite our joint effort this errata list is most likely not exhaustive so if you discover something which is not included here, do feel free to send me an email so that I will be able to update the list. My email address is found on my website: <http://roberteklund.info>

Also, there is a certain risk that this errata list is in need of its own errata list, so if you discover mistakes (e.g. line numbers), please inform me.

The following list contains “pure” typos as well as phrases where the intended meaning was obscured by mistyping, bad wording or simple mind lapses on my part. The more important corrections are highlighted (using 5% table cell shading).

Robert Eklund,  
Västerhaninge, March 2005.

## Acknowledgements

Section	Page	Line	Reads	Should read
0.8	8	14	Petra Hanson	Petra Hansson

## Contents

Section	Page	Line	Reads	Should read
N/A	18	24 from bottom	Disfluency rates	Disfluency frequency

## Abbreviations

Section	Page	Line	Reads	Should read
N/A	22	2 from bottom	corpurs	corpus

## 1 Introduction

Section	Page	Line	Reads	Should read
1.1	37	4 from bottom	that that	that
1.1	38	11–12	to even understand to represent it in writing	to even understand it in writing
1.1	38	16 from bottom	The so-called the <i>AI Problem</i>	The so-called <i>AI Problem</i>
1.1	39	3	well-rehearsed that we are	well-rehearsed as we are
1.1	39	7	to in the as	to in the literature as
1.1	39	11	also native speakers of Swedish	also a native speaker of Swedish
1.2	39	21 from bottom	and have been	and has been
1.2	39	5 from bottom	enhance to performance	enhance the performance
1.3	40	15	state, conversation	state, to conversation
1.4	41	12	and theory creation human speech production	and theory creation within the field of human speech production
1.4	41	7 from bottom	in may view	in my view
1.6	42	22	or run counter	or runs counter
1.6.1	42	11 from bottom	in a way one could	in a way, one could
1.6.2.2	43	12	variety on non-speech	variety of non-speech
1.6.2.4	43	15 from bottom	devoted the interaction	devoted to the interaction
1.6.2.4	43	11 from bottom	other that duration proper	other than duration proper
1.9	46	13 from bottom	<b>chapter</b>	<b>Chapter</b>
1.9	47	4 from bottom	o meet	or meet

## 2 The etiology of disfluency

Section	Page	Line	Reads	Should read
2	51	12	'30s	1930s
2.1	51	3 from bottom	hesitation phenomena	hesitation phenomena and other disfluencies
2.1	52	14–15	my main reason for conceiving of the research in the according to the way	my main reason for conceiving of the research in the way
2.1	52	15 from bottom	1950's	1950s
2.1	52	2 from bottom	50's	1950s
2.1	54	7 from bottom	disfluencies occurs	disfluencies occur
2.1	55	19	and there is no doubt the case	and it is no doubt the case
2.2	56	7	twentieth century	the twentieth century
2.2	56	16 from bottom	backdrop do	backdrop to
2.2.1	58	4	30's, 40's and 50's	1930s, 1940s and 1950s
2.2.3.1	59	14 from bottom	Moreover, with all	Moreover, all
2.2.3.12	62	22	to have subject estimate	to have subjects estimate
2.2.6	63	11	So, which	So, as
2.2.6.1	64	2	subject	subjects
2.2.6.1	64	2–3	log-normally distributed	log-normal
2.2.6.2	64	11	the stutters	the stutters
2.2.6.4	67	12	Like	As
2.2.6.4	67	13	are differences between	are alpha rhythm differences between stutters and nonstutters, and that there are no such differences to be found
2.2.8.1	71	2	normal-speaking	normal-speaking children
2.2.8.1	71	3	children could	could
2.2.8.1	71	20	were reading	where reading
2.2.8.2	73	18	mother adjust	mothers adjust
2.2.9	74	7	consistent that	consistent than
2.2.9	74	19 from bottom	as stuttered or not	as fluent or not
2.2.9	74	3 from bottom	disfluency is	disfluency are
2.2.10	75	11	40's	1940s
2.2.10	75	14	did not being	did not begin
2.2.10	75	11 from bottom	p.158	p. 158
2.2.10	75	10 from bottom	than a monozygotic sibling	that a monozygotic sibling
2.2.10	76	18 from bottom	p. 24; Adams	p. 24; Adams
2.2.11	77	9	diagnostics	diagnostic
2.3.1	78	12	50's	1950s
2.3.1	79	22 from bottom	However	however

Section	Page	Line	Reads	Should read
2.3.1	79	8–9 from bottom	which is obviously what the authors intended. (Thanks to Martin Eineborg for pointing this obvious fact out to me.)	which is obviously what the authors intended. (Thanks to Martin Eineborg for pointing this obvious fact out to me.) However—which Joakim Nivre pointed out to me—if <i>N</i> is interpreted as “number of”, the original version makes sense.
2.3.3	81	12	role in performance. Thus, they	roles in performance. They
2.3.4.2	82	14 from bottom	disfluencies the spontaneous	disfluencies in the spontaneous
2.3.4.3	82	5 from bottom	contingent to	contingent on
2.3.4	83	8	During on of	During one of
2.3.5	83	23	to regard structured	against regarding structured
2.4	85	20	distinctively	distinctive
2.4.1	85	23	subject to	subjects to
2.4.1	85	11 from bottom	both reported	reported
2.4.2	86	17 from bottom	indeed do affect	do affect
2.4.2	86	6 from bottom	kind is way	kind are way
2.4.3	87	3	hesitation vowels	hesitation vowel
2.4.4	87	5 from bottom	need to handle	needs to handle
2.5	88	19 from bottom	linguistic	linguistics
2.5	88	13 from bottom	50’s	1950s
2.5.1	89	9 from bottom	she also	also
2.5.1	90	7 from bottom	focused speaker	focused on speaker
2.5.1	91	9 from bottom	non-existing	non-existent
2.5.4	94	3	Another, related area, is that	Another, related, area is that
2.5.5	96	12	In three studies	In a study
2.5.6.1	98	2	describe, to take an example,	describe, for example,
2.5.6.1	98	2	with a certain passage	in a certain passage
2.5.6.1	98	7	As have	As has
2.5.6.2	99	2	and Clark.	And Clark’s.
2.5.6.2	99	24	such as the of words like	such as the use of words like
2.5.6.2	99	27	which a speakers	which speakers
2.5.6.3	99	4–5 from bottom	filled pause filled pause	filled pause
2.5.6.4	100	22	when to speaker	when the speaker
2.5.6.4	100	28	on the discuss	on to discuss
2.5.6.4	101	10	explaining	to explain
2.5.7	101	12 from bottom	action	actions
2.6.1	102	5–6	what is means	what it means
2.6.1	102	9 from bottom	at then end	at the end
2.6.3.1	107	17 from bottom	<b>production model</b> exist	<b>production model</b> exists
2.6.3.1	108	5	explain that it is	explain why it is
2.6.4	108	21	that it is as applicable both on	that it is applicable both to
2.6.4.1	109	10	a host of a multitude	a multitude
2.6.4.2	109	11 from bottom	respects	respect

Section	Page	Line	Reads	Should read
2.6.7	111	17	leading a prototypical	leading to a prototypical
2.6.7	111	19	p.9	p. 9
2.6.7	111	21	the Dennett	to Dennett
2.6.7	111	24	Levelt	Levelt's
2.6.7	111	25	contents	content
2.6.7	111	14 from bottom	role the Conceptualizer	role of the Conceptualizer
2.6.7	112	18 from bottom	to Levelt	to Levelt's model
2.6.7	112	8 from bottom	of forward	of feed-forward
2.6.7	113	6	gets aware	becomes aware
2.6.7	113	8	Thus	This
2.6.7	113	18 from bottom	limit the power	limited power
2.6.7	113	7 from bottom	try to	tries to
2.6.7	113	5 from bottom	it not the case	is not the case
2.6.8	114	3	The main	A major
2.6.8	115	2-3	which will devoted	which will be devoted
2.6.8.1	115	24 from bottom	the brain seem	the brain seems
2.6.8.1	116	9 (12)	with up to	by up to
2.6.8.1	116	15 (18)	-500 ms	500 ms
2.6.8.1	116	21 (24)	hardly bound	tightly bound
2.6.8.1	116	24 (27)	W The time	W is the time
2.6.8.1	117	5	M The reported	M is the reported
2.6.8.1	117	26	EMG The moment	EMG is the moment
2.6.8.1	118	6	dissociate	dissociated
2.6.8.1	118	9	It proves	It suggests
2.6.8.2	118	13	mid-60's	mid-60s
2.6.8.2	118	20	Libet thus summarized	Libet summarized
2.6.8.2	118	2 from bottom	remaing	remaining
2.6.8.2	119	16	determine	determining
2.6.8.2	120	11	implicature by	implication of
2.6.8.2	120	23 from bottom	identiy	identity
2.6.8.3	120	13 from bottom	section	sections
2.6.8.3	120	12 from bottom	on human	for human
2.6.8.3	121	13	which also behave	which also behaves
2.6.8.3	121	17	these means	these mean
2.6.8.3	121	8 from bottom	got "conscious" about	became "conscious" of
2.6.8.3	121	7 from bottom	the he got conscious	he became conscious
2.6.8.3	122	7	affects primary	affect primary
2.6.8.3	122	15	simply visual	simple visual
2.6.8.3	122	8 from bottom	believed that	wrote
2.6.8.3	123	3	as it puts it	as he puts it
2.6.8.3	123	21	seem as a	seem is a

Section	Page	Line	Reads	Should read
2.6.8.4	124	25	Huntington (1971a, 1972)	Huntington (1971, 1972)
2.6.8.4	125	27	aspects. N early work	aspects. In early work
2.6.8.5	126	4 from bottom	that brain fluent speech	that fluent speech
2.6.8.5	127	6	my knowledge (and alas)	my knowledge
2.6.8.5	127	19 from bottom	N400 effect onset	N400 onset
2.6.8.6	128	6	starting-point the	starting-point in the
2.6.8.6	128	12	point of is	point of view is
2.6.8.6	131	8 from bottom	models have	models has
2.6.8.6	132	2	different implication	different implications
2.6.8.6	132	11 from bottom	which still the same	which all the same
2.7	133	20 from bottom	language an	language can
2.7	133	18 from bottom	accounted for	discussed
2.7.1	134	17	both verbal	verbal
2.7.1	134	27	likening schizophrenic's	likening a schizophrenic's
2.7.1	134	28	with normal	with a normal
2.7.1	134	7 from bottom	have been known	has been known
2.7.1	134	4 from bottom	verbal though?"	verbal thought?"
2.7.1	136	23	he base	he based
2.7.1	136	26	definition or	definition of
2.7.2	136	14 from bottom	speech of schizophrenics differ	speech of schizophrenics differs
2.7.2	137	3	languages disorders	language disorders
2.7.2	137	22	as well, also	as well, is also
2.7.2	137	10 from bottom	other, the	other, then
2.7.2	138	7 from bottom	how the	how errors in the
2.7.2	139	15 from bottom	confirm the literature	confirms the literature
2.8	141	5	object	object of study
2.8	141	22	a "sign-value" errors	"sign-value" errors
2.8	141	16 from bottom	at location	at locations
2.8	141	9 from bottom	halted sign	halted signs
2.8	141	8 from bottom	<b>Filled pauses</b> corresponds	<b>Filled pauses</b> correspond
2.8	142	2	<b>Truncations</b>	<b>truncations</b>
2.9	142	20	disfluency help	disfluency helps
2.9.1	142	7 from bottom	affects	affect
2.9.1	143	20 from bottom	More recently, is	More recently, it
2.9.2	143	12 from bottom	what languages	what language
2.9.2	143	11 from bottom	listeners'	listeners
2.9.2	143	7 from bottom	need to	needs to
2.9.2	144	4	there be	there is
2.9.2	144	8 from bottom	discussed to extend	discussed extending
2.9.3	145	3	have focused	has focused
2.9.3	145	15	telephone, corpus	telephone corpus

Section	Page	Line	Reads	Should read
2.9.3	145	16	multimodal	multimodal one
2.9.3	145	17 from bottom	known stuttering	known in stuttering
2.9.4	146	19 from bottom	than human	than humans
2.10	146	9 from bottom	are very	a very
2.10	147	14	repeats of filled	repeats or filled
2.10	147	16 from bottom	find supports	find support
2.12	148	2 from bottom	dependent to	dependent on
2.12	149	17 from bottom	two language	two languages
2.13	150	3	human	humans
2.13	150	3	we also	but also
2.13	150	5	follow	follows
2.13	150	12	experiment	experiments
2.13	150	14	forwarded	suggested
2.13	150	9 from bottom	They found that a	They found a
2.14	151	8	the question the presents	the question that presents
2.14	151	17	, among other things	, finding amongst other things
2.16	152	17 from bottom	purpose if	purpose of
2.16	152	7 from bottom	then raises	then rises
2.16	153	5	elderly	elderly people
2.17.3	156	14	two or more phonemes	two or more features
2.17.3	156	11 from bottom	a detrimental effects	a detrimental effect
2.18.1	160	7	disfluency	dysfluency
2.18.2	162	17	whether or not	whether
2.18.2	162	22	figure	figures
2.18.2	162	22	since	because
2.18.4	163	23	normal-paces	normal-paced
2.18.5	163	15 from bottom	is here called filled pauses has	are here called filled pauses have
2.19.1	165	9	nonstutterers have been	nonstutterers has been
2.19.1	165	17	stutterers	researching in stuttering
2.19.2	165	5 from bottom	spread way to	spread ways to
2.19.2	166	4	phenomena as	phenomena such as
2.19.3	166	18	less studied is	less studied area is
2.19.3	166	29	to be studies	to be studied
2.19.4	166	6 from bottom	it lay the	they lay the
2.19.4	166	2 from bottom	is (probably)	are (probably)
2.19.4	167	5	communication,	communication is clear,
2.19.4	167	13	Other Indo-European languages	Other European languages
2.19.5	167	18 from bottom	previously mention	previous mention
2.19.7	168	24	happen to be	happens to be
2.19.8	168	9 from bottom	are getting	are becoming
2.19.8	168	2 from bottom	disfluency computers	disfluent computers

Section	Page	Line	Reads	Should read
2.19.12	169	15 from bottom	aimed at describing	aimed to describe
2.19.12	169	14 from bottom	has showed	showing
2.19.12	169	11 from bottom	pointing, so	pointing. So
2.19.13	169	3 from bottom	provide yet	provides yet
2.19.13	169	2 from bottom	processed in	processes in
2.19.14	170	6	in the own	in their own
2.19.15	170	10	well studies	well studied
2.19.15	170	10	been devoted the elderly	been devoted to the elderly
2.19.16	170	14	cornucopia of observation	cornucopia of observations
2.19.16	170	17	out form perception	out from perception
2.19.17	170	24	willing to at lengths	willing to go at lengths
2.19.17	170	7 from bottom	interjections	‘interjections’
2.20	171	8	evidence from	evidence of
2.20	171	11	lesser of graver	lesser or graver
2.20	171	19	convey	conveys
2.20	171	12 from bottom	Both categories,	Phenomena such as categories,
2.20	171	6 from bottom	study that has	study has

### 3 Data collection and corpora

Section	Page	Line	Reads	Should read
3	175	6	and that consequently	and consequently
3.1	175	13 from bottom	and were carried	and they were carried
3.1	176	5	“natural” that it would	“natural” than it would
3.1.1	176	15	is given Agnäs	is given in Agnäs
3.1.2	176	24	is given Becket	is given in Becket
3.2	176	8 from bottom	first, general observation, is	first, general, observation is
3.2.1	177	15	about to create such	about creating such
3.2.1	177	21	shor[t]	shorn
3.2.1	177	23	computer” (Smith, 1980, p. 13, “shorn” in original.).	computer”.
3.2.1	177	19 from bottom	how would human	how would humans
3.2.1	177	13 from bottom	how human	how humans
3.2.1	177	9 from bottom	efforts to	efforts of
3.2.1	179	4	human	humans
3.2.1	179	9	70’s	1970s
3.2.2	179	24	He concludes	He concluded
3.2.2	180	5	with a machines	with a machine
3.2.2	180	18	come handy	come in handy
3.3.5	183	12 from bottom	on the second Wizard	on to the second Wizard
3.4.3	184	4 from bottom	1997-0-06	1997-06-06
3.4.3	184	2 from bottom	shown example in	shown in

Section	Page	Line	Reads	Should read
3.4.4	186	15	All subjects were all	All subjects were
3.4.4	186	18	that reasons	that reason
3.5.4	188	16	eight subjects	eight subjects (six male/two female)
3.5.6	190	3	travels	travel
3.5.6	190	8	bugging	tapping
3.6.3	191	10 from bottom	five	four
3.6.3	191	9 from bottom	A couple of subjects did more than five	Two subjects did five

#### 4 Transcription and annotation

Section	Page	Line	Reads	Should read
4.1.1	197	14	to point out that	to point out is that
4.1.1	197	3 from bottom	transcription	transcriptions
4.1.2	198	17	borne in mind that	borne in mind is that
4.1.3	198	17 from bottom	arbitrary—	arbitrary character—
4.1.3	198	14 from bottom	recent years have	recent years has
4.2	199	9	as an labeling	as a labeling
4.2	200	5	ToBI-style	ToBI-style (xlabel)
4.3.2.1	201	16	vocalization	vocalizations
4.4.1.1	204	13 from bottom	repeated	repeated
4.4.4	208	17	lexically final,	lexically final segment,
4.5.2	210	9	As have	As has
4.6	210	17	ToBI	ToBI (xlabel)

#### 5 Results and analyses

Section	Page	Line	Reads	Should read
5.2	216	4 from bottom	repeats their	repeat their
5.2	217	2	here if course	here is of course
5.2	217	7	DFs	disfluencies
Chapter 5	217 ff	Table cells <sup>1</sup>	$p > 0.05$	$p < 0.05$
5.2	218	13 from bottom	is that there, basically, are	there are
5.2	219	12 from bottom	unique word forms	distinct word form types
5.2.1	221	15	Disfluency rates	Disfluency frequency
5.2.1.2	227	7	The raises	This raises
5.3.4	231	5 from bottom	how filled pauses	how unfilled pauses
5.3.4	232	17 from bottom	unfilled pauses (FPs)	unfilled pauses (UPs)
5.3.4	233	9	This, of course, could of course	This, of course, could
5.3.4	233	11	randomly distribute	randomly distributed
5.4	234	11 from bottom	chapter two, on an	chapter two, an
5.4.2	237	12 from bottom	significantly less filled	significantly fewer filled

<sup>1</sup> Stupid cut-and-paste typo. Change all occurrences of the erroneous version, wherever it occurs, please.

Section	Page	Line	Reads	Should read
5.4.2	237	3 from bottom	face less problems	face fewer problems
5.4.2	237	2 from bottom	—assumedly—	—presumably—
5.4.2	238	2	hang on	hanging on
5.4.2	238	3	him or her out of her problems	them out of their problems
5.4.2	238	5	signaler	signal
5.4.3.1	238	16 from bottom	that filled pauses are significantly longer than unfilled pauses	that unfilled pauses are significantly longer than filled pauses
5.4.3.1	238	15 from bottom	whether or not filled pauses	whether filled pauses
5.4.4	240	16	prior to any far-reaching conclusions be drawn	Before any far-reaching conclusions can be drawn
5.4.4	240	17	analysis need to	analysis needs to
5.4.4	240	21	at location in	at locations in
5.4.5	240	8 from bottom	distribution differ	distribution differs
5.4.5	240	6 from bottom	some kid of	some kind of
5.4.5	240	2 from bottom	corpora, seem to	corpora, seems to
5.4.5	241	2	seemingly lend	seemingly lends
5.4.5	241	6	further verify	test
5.4.5	241	6	carry out a speech	carry out speech
5.5	241	18	that they are also	that it is also
5.5.2	243	19	way occur	way occurs
5.5.2	243	20–21	and still being understood	and are still understood
5.5.3	244	20	to a roughly	to roughly
5.5.4.2	245	16–18	the overwhelming majority of the subjects prefer filled pauses to prolongation. Moreover, a closer look at the data (compare <b>Appendix 1</b> through <b>Appendix 4</b> ) reveals	the overwhelming majority of the subjects prefer filled pauses to prolongation (see <b>Appendix 1</b> through <b>Appendix 4</b> for results broken down for subjects). Moreover, a closer look at the data reveals
5.5.4.2	245	23	In any way,	In any case,
5.5.6	247	10 from bottom	Nyman at a token level	Nymans at a token level
5.5.6	247	10 from bottom	[t] is the most commonly	[f] is the most commonly
5.5.9.6	251	9	is marked	is more marked
5.5.10	251	6 from bottom	regard to prolongation	regard to prolongations
5.6	252	4 from bottom	plotted them against	plotted against
5.7.2	256	6	are so rare so	are so rare that
5.8	256	17	or are at least	or is at least
5.8	256	18–19	here, or corrected), mispronunciation	here), mispronunciations
5.8.2	257	14	Table 5.N	<b>Table 5.29</b>
5.8.2	257	17	Bionic exhibit significantly	Bionic exhibits significantly
5.8.3	257	11 from bottom	mispronunciation if	mispronunciation is
5.8.3	258	14 from bottom	mistakes or not has been	mistakes has been
5.9	259	3	dysrhythmic	dysrhythmic
5.9	259	4	two be signals	two could be signals
5.9.1	259	13	explicit editing terms	truncations

Section	Page	Line	Reads	Should read
5.9.1	259	10 from bottom	labeling an analysis	labeling and analysis
5.9.2	260	14	and is should be	and it should be
5.9.2	260	15	utterance-final were not	utterance-final truncations were not
5.9.3	260	9 from bottom	began	begun
5.10	260	5 from bottom	all the other in that they	all the others in that they
5.10	260	3 from bottom	perspective	perspectives
5.10.3.2	263	16	rely	relies
5.10.3.2	263	16	than do evidence	than does evidence
5.10.3.2	263	20	there are case with	there are cases with
5.10.4.1	265	11 from bottom	differences is	difference is
5.11	266	15	have been shown	has been shown
5.11	268	21	one would as well	one might as well
5.11	269	10 from bottom	to hasty	too hasty
5.11	271	19 from bottom	more disfluency than woman	more disfluent than women
5.12	275	21	than in WOZ-1	than in WOZ-2
5.12	275	13 from bottom	too low so as to permit	too low to permit
5.12	276	9	corpus seem to be	corpus seems to be
5.12	276	12	FPs occur where FPs occur where	FPs occur where
5.13.1	277	15	there is magnitude of	there is a magnitude of order of
5.13.2	277	10 from bottom	As was pointed out in Method	As was pointed out in <b>section 3.2.2</b>
5.13.2	277	10 from bottom	simulations only takes	simulations only take
5.13.3	278	16 from bottom	Much of the differences	Much of the difference
5.13.3	278	15 from bottom	due are to more	due to more
5.14	279	3	provided a first, preliminary observations made on	provided preliminary observations on
5.14.1	279	19	compare the figure	compare the figures
5.14.3	279	8 from bottom	or employ a	or employs a
5.14.4	280	6	common position are	common positions are
5.14.5	280	19 from bottom	with a large margin	by a large margin
5.14.6	280	10 from bottom	cede the word	cede the floor
5.14.8	281	11 from bottom	that speaker frequently	that speakers frequently
5.14.8	281	10 from bottom	detection make use	detection makes use
5.14.9	281	3 from bottom	also rare indeed, pointing	also rare, pointing
5.14.9	282	4	mispronunciation is not known	mispronunciations is not known
5.14.10	282	7–8	of interesting	of interest
5.14.12	282	14 from bottom	corpora so as to make	corpora to make
5.14.13	283	4	the fact that that	the fact that
5.14.13	283	5	as does more	as do more
5.14.14	283	11	Also, subject 50	Subject 50
5.14.14	283	15	only much more	only that it is much more
5.14.15	283	20–21	in their languages	in their language
5.15	283	9 from bottom	do no find such studies uninteresting	do not find such studies interesting
5.15	284	4	that far by	so far by
5.15	284	5	aspects, and	aspects of this field, and

## 6 Conclusions and future research

Section	Page	Line	Reads	Should read
6.2.1	286	17 from bottom	utterance	utterance length
6.2.3	286	2 from bottom	present study seem to	present study seems to
6.2.7	287	3 from bottom	one can say about them	one can say about it
6.3.1.1	289	19 from bottom	is in now way	is in no way
6.3.1.2	289	2 from bottom	grear	great
6.3.1.2	289	2 from bottom	spontaneously produces	spontaneously produced
6.3.2.2	290	6 from bottom	someone else	someone other
6.3.3.1	291	25	presumable	presumably
6.4	293	11 from bottom	let the Fodor	let Fodor

## References

Section	Page	Line	Reads	Should read
Years	296	10	notable	notably
References	311	7 from bottom	consciousness	consciousness
References	313	20 from bottom	<i>Internation Conference</i>	<i>International Conference</i>
References	320	14	Analysis of Artifacts <i>Progress in</i>	Analysis of Artifacts. <i>Progress in</i>