

# **Research Guide for Psychology**

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**Raymond G. McInnis**

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Reference Sources for the Social Sciences and Humanities, Number 1

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This book is an attempt to realize the principles and practices of constructing research guides for the social sciences that I presented in *New Perspectives for Reference Service in Academic Libraries* (Greenwood Press, 1978). While I must, of course, be responsible for whatever weaknesses or faults the guide may contain, I have over the years discussed this organizational scheme with many people. It is difficult to name all of the individuals who have influenced my thinking in some way; to these unnamed people I remain grateful. Individuals who have spent time discussing these topics with me include Jerold Nelson, Kathy Haselbauer, Molly Mignon, Ed Mignon, Harry Ritter, Frances Hopkins, John Morris, Judy Koor, and Ani Rosenberg.

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# **INTRODUCTION**

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In psychology, as in other research areas, skill in literature searching is necessary to becoming informed about the knowledge available on a particular research topic. When literature searches result in the discovery of informative publications, they can be rewarding and satisfying. Literature searching can also be frustrating. Frustration may stem as much from a lack of knowledge about which bibliographic and/or substantive information sources to consult as from a lack of library sources.<sup>1</sup> Sound research strategies require a knowledge of the information sources that are most likely to expose the literature needed. Thus, if one becomes familiar with the range and scope of information sources available and develops skills in their use, the increased command of a topic's literature and the satisfaction that such skill bestows will make the effort well worth the time spent.

Nonetheless, even if it were possible to acquire a deep knowledge of and skill in the use of all the information sources available, the task would be time consuming, and, for most, it would be a task not relished. Thus, researchers need a means of informing themselves first about the more fruitful information sources and then, if necessary, about those that experience suggests are generally less fruitful. The research guide, which ranges across the spectrum of psychological research, proposes to help investigators discover, quickly and systematically, appropriate bibliographic and substantive information sources.

## **Unevenness in the Coverage of Available Literature**

Rather than being designed to be read from cover to cover, research guides are designed to assist individual investigators, each with unique research problems, to discover from among the numerous, frequently confusing array of information sources those that may be useful in solving particular research problems. That holds true whether a specialist is making an intense, systematic literature search or whether a novice is seeking to inform himself or herself about a topic. The purpose of this research guide, which discusses nearly twelve hundred titles, is to provide such assistance.

An investigator's inquiries about topics in psychological research will not all be equally, much less entirely, successful, for the extent to which the literature of psychological research can be located varies. The number of psychologists engaged in research in a particular area may contribute to the number of available information sources designed to expose that literature. Note, for example, how few information sources expose the research literature of Part E, "Physiological Intervention," compared to the abundant information sources that expose the literature of Part M, "Educational Psychology." Because of the small number of investigators in the field of physiological intervention, there is a comparatively smaller body of literature, and appropriate information sources could not be found for all of the subdivisions employed in this research guide. In "Educational Psychology," on the other hand, a great number of investigators publish numerous research reports, and, as a result, numerous information sources are required to expose this abundant literature. The large number of information sources available sometimes makes it difficult to select those that are most useful. Both situations exist in other areas of psychology as well.<sup>2</sup>

Because of the abundance of information sources in some areas of psychological literature, it was frequently necessary—just to keep the number of information sources discussed within manageable limits—merely to suggest the range and scope available, drawing attention only to representative sources and suggesting additional sources that could be consulted.

## **Bibliographic Control**

In librarianship, the task of assembling research literature in a logical, coherent arrangement is called bibliographic control. Unfortunately, most, if not all, attempts to assemble the entire corpus of published research literature are only partially successful. As a colleague once noted, "You have to try to find a way to get the material that falls between the cracks." As perfect as a system of organizing and controlling published research literature may seem, one still has to compensate for the cracks through which publications slip, or, to borrow a term from boat building, one has to caulk the cracks. An amalgam of research strategies can be developed, and if they are applied intensively, they can be used to "caulk" the seams and joints which permit publications to slip outside the control of the system.

To aid the researcher in developing such an amalgam of strategies, I have attempted to design a research guide that contains the principal information sources in a logically integrated and critically analytical format. That format encourages the researcher to begin inquiry with the literature at a specific level of understanding and then to expand his inquiry to include an increasing number of sources until he has achieved the desired level of understanding of the topic.

## Developing Research Strategies

Although it helps if the researcher is pointed toward specific information sources, his inquiry can be conducted more successfully if he becomes informed about the characteristic processes and practices of inquiry in particular areas of psychology and the patterns underlying the published literature emanating from those processes and if he understands that developing and refining research skills requires thoughtful attention and deliberate practice. This statement is based on three related premises: (1) there is a tacit logic of research strategy, (2) the researcher can be made aware of this logic, and (3) research strategy itself can be refined through intelligent and purposeful application. These abilities are the craft skills of the scholar-researcher. By systematically using this research guide, the individual should be able to develop and refine his research strategies.

## Using This Research Guide

This research guide attempts to address the problem of searching the literature in several ways.

First, subdivisions of each part (the topical units) are self-contained. That is, subdivisions are designed to contain *most* of the information sources needed to generate a pool of references on a particular research topic. In addition, there are cross-references indicating sources that might provide additional substantive and/or bibliographic information on the topic.

Second, at the point where an information source is introduced and discussed in the most detail, the citation appears in **boldface type** and includes publication dates for books and articles or dates of first issue (or other pertinent chronological information) for recurrent publications. The range and scope of the source's content and its characteristic features are discussed in considerable detail, especially for the most useful sources. This information provides the potential user with an idea of the work's principal features before he or she approaches it on the library shelves. Subsequent references to an information source are given in regular type, and if additional details are given, they usually relate only to the context of the particular discussion.

Third, each entry is identified by a letter-and-number code, which is part of the guide's classification scheme, and cross-references to other entries are provided by means of their code. Full bibliographical citations are provided in a separate section preceding the index. The entries are listed in the same order as the main entry listings in the text, and the section gives the bibliographical information necessary to find the source in a library. In certain instances, of course—principally because of their special strengths and features—numerous bibliographic and substantive sources discussed in Part A (for example, the *Social Sciences Citation Index* [A.b:10], the *Science Citation Index* [A.b:12], the *Annual Review of*

*Psychology* [A.e:19], *Psychological Bulletin* [A.e:20], and *Psychological Abstracts* [A.b:4], all of which provide efficient means of tracing the development of a particular idea) are mentioned as frequently as seems appropriate.

Fourth, as an aid to locating specific entries, dictionary running heads providing code letters and numbers are used. The running head on the left-hand page indicates the subject area of psychology covered by works discussed in that chapter, and the running head on the right-hand page indicates the codes for the works listed on that two-page spread.

## Arrangement Format within Subdivisions

Except for the subdivisions of Part A, where the most useful entries are generally noted first, all subdivisions follow the same format. The information sources discussed in most subdivisions are arranged as follows:

1. Research Guides
2. Substantive Information Sources
3. Substantive-Bibliographic Information Sources
  - A. Single-Volume and Multi-Volume Literature Reviews
  - B. Additional Sources of Literature Reviews
  - C. Recurrent Literature Reviews
4. Bibliographic Information Sources
  - A. Retrospective Bibliographies
  - B. Additional Sources of Bibliographies
  - C. Recurrent Bibliographies

In most cases, the divisions are indicated by uniform headings.

When possible, but especially in narrower subdivisions, the information sources discussed are arranged in a sequence that leads users from those that give the most intense coverage of the topic's literature to those that give general coverage of that literature as well as the literature on other topics. Next, information sources are arranged according to the type of information they contain. In most cases, information sources are presented in a sequence that leads users from those providing primarily substantive information to those providing a combination of substantive and bibliographic information, and finally to those providing primarily bibliographic information. (See note 1.) Once the user becomes familiar with this basic scheme, he or she can turn immediately to the subdivision providing the type of information needed.

Under each subheading the sources that experience suggests are the most useful are mentioned first. However, investigators should remember that because of their research topic's unique characteristics, information sources that are given minimal attention may be centrally important to their topic. It is therefore recom-



mended that they examine all of the sources described. This advice seems particularly apropos in light of Kenneth Boulding's observation that "psychology is an extraordinary aggregation of almost unrelated studies close to physiology and ethology at the one end and to clinical psychology and 'literary psychoanalysis' at the other."<sup>3</sup>

While at first glance the outline of arrangement employed in this research guide might seem overly elaborate, it is simple and straightforward.

The eight divisions of Part A present information sources that cover all—or most—aspects of psychology.<sup>4</sup>

- A.a Research Guides and Bibliographies of Bibliographies
- A.b Bibliographies and Abstracts
- A.c Biographical Dictionaries and Directories
- A.d Book Review Citations
- A.e Encyclopedias, Dictionaries, and Reviews of Research
- A.f Research Handbooks and Directories of Associations
- A.g Psychological Measurement and Methodological Works
- A.h Statistics Sources

Parts B through Q provide information sources for subdivisions of psychology. The subdivision are adapted from the classification scheme used by *Psychological Abstracts* (A.b:4).

Part B, "Experimental Psychology, Human," focuses on fifty-two information sources which contain literature on the study of human behavior in experimental settings. The sources included treat (1) human perception (visual, auditory, and tactile senses), (2) perceptual judgment and discrimination (including time perception and audiometric studies relating to perception), (3) cognitive processes (learning, memory, decision-making, problem-solving, thinking, attention, information processing, and creativity), (4) motivation and emotion, (5) consciousness (sleep and dreaming), and (6) ethology.

Part C, "Experimental Psychology, Animal," discusses twenty-two information sources containing studies of animal behavior in both natural and experimental settings. The sources treat (1) learning and conditioning, (2) social and sexual behavior, (3) motivation and emotion, (4) sensory processes, and (5) instinctive behavior. Sources treating animal physiology and the intervention of physiological processes in order to study animal behavior are not included, except indirectly.

Part D, "Physiological Psychology," looks at seventeen information sources for the literature which studies or measures the neurological or physiological structures, systems, and processes of humans and animals and their genetic determinants. These sources treat (1) physiological processes as they are affected by external or environmental conditions (aging, stress, conditioning, biofeedback, fatigue, and food deprivation), (2) neurological and sensory activity under various

forms of stimulation, (3) psychological correlates of physiological processes, (4) comparisons of animal and human physiology and neuroanatomy, and (5) genetics.

Part E, "Physiological Intervention," discusses eighteen information sources containing studies of physiological intervention of both humans and animals. The sources treat (1) the effects of drugs, hormones, chemicals, and extracts of the brain and blood, (2) lesioning, and (3) electrical stimulation of the nervous system and other physiological systems.

Part F, "Communications Systems," gives sixty-four information sources for the literature of communication, ranging from speech and language to the various forms of mass media and international communications. The sources treat (1) the meaning and meaningfulness of verbal and nonverbal communications, (2) structure of language and speech forms, (3) psycholinguistics, (4) socio- and ethno-linguistics, and (5) literature and various forms of art.

Part G, "Developmental Psychology," deals with forty-eight information sources concerned with all stages of human development. The sources treat cognitive, perceptual, physical, motor, emotional, speech, language, intellectual, and social development.

Part H, "Social Processes and Social Issues," presents 214 information sources dealing with the literature on social behavior from a psychological perspective. The sources treat (1) ethnic groups, social groups, cultures, subcultures, and religions of various countries, (2) governments, law, politics, economics, and international relations, (3) social structures of nations and societies, (4) social movements, (5) matters of social concern (including drug and alcohol use and abuse, sex roles, societal mores, psychosexual behavior, racial integration, war, childrearing practices, abortion, birth control, family planning, euthanasia, death, social policy, and social control), (6) impact of social institutions on individuals, and (7) marriage and the family.

Part I, "Experimental Social Psychology," discusses sixteen information sources containing literature on processes of human interpersonal relations. Interpersonal relations may involve two or more people, small or large groups, but not relations between societies or countries. These sources treat (1) proxemics or personal space, (2) verbal and nonverbal communication within groups, (3) social perception, (4) bargaining and game-playing, and (5) attitude formation and change resulting from interpersonal influences.

Part J, "Personality," discusses nineteen information sources on the literature of the study of human personality traits and processes and their behavior manifestations. The sources treat (1) emotions and emotional reactions, (2) defense mechanisms, (3) cognitive style, self-concept, and self-perception, (4) proxemics from the individuals' perspective, (5) humor and laughter, (6) loneliness, and (7) authoritarianism.

Part K, "Physical and Psychological Disorders," focuses on 119 information sources on the literature encompassing mental and physical disorders as they are studied outside of a treatment context. The sources treat (1) mental disorders (including affective and emotional disturbances, hysteria, mania, neurosis, personality

disorders, phobia, and psychosis), (2) behavior disorders (including aggression, criminal conduct, juvenile delinquency, deviance, child abuse, rape and sexual assault, prostitution, suicide, and other forms of antisocial behavior) and homosexuality, and (3) physical disorders (including cardiovascular, congenital, digestive, endocrine, genetic, immunologic, metabolic, musculo-skeletal, neonatal, nervous, respiratory, sense organ, skin, toxic, and urogenital disorders). Because of the nature of the information sources for physical and psychosomatic disorders, many of the sources containing information on these topics are treated in Part L.

Part L, "Treatment and Prevention," includes 155 information sources containing literature on treatment methods and techniques for the prevention of physical and mental disorders. The sources treat the use of, methods involved in, and research on (1) psychotherapy (including child and adolescent psychotherapy and treatment; psychoanalysis; behavior modification; group and family therapies; hypnotherapy; art and music therapy; and other psychotherapeutic techniques), (2) counseling in nonclinical settings, (3) treatment techniques other than psychotherapy or counseling, and (4) psychiatric hospital, institution, and hospital patient and outpatient services (including community services, social casework, crisis intervention, halfway houses, mental health clinics, and community mental health programs).

Part M, "Educational Psychology," contains 147 information sources which are for the most part restricted to literature concerned with educational settings. The sources treat (1) school adjustment and classroom behavior, (2) academic achievement, school learning, and prediction of achievement, (3) training, functions, and attitudes of educators and school officials, (4) educational organization and administration, (5) educational test administration and performance influenced by test characteristics, (6) curriculum development and educational programs, (7) teaching methods and aids, (8) special and remedial education designed for individuals not able to learn in normal classroom settings, and (9) educational and vocational guidance services in school settings.

Part N, "Applied Psychology," includes 115 information sources containing studies of occupational settings, as well as studies on driving and safety, and consumer behavior as it applies to marketing and advertising. The populations examined also include industrial and military personnel, nonmilitary pilots and navigators, government personnel, law enforcement personnel, and other occupational groups. The sources treat (1) vocational guidance in the work environment, (2) occupational attitudes and interests, (3) personnel selection and training, (4) job performance and satisfaction, (5) employee attitudes and occupational aspirations, (6) work task analysis, (7) industrial safety and accident prevention, (8) engineering psychology (including vigilance, man-machine systems, visual reach of displays and targets, aircraft design and controls, manual controls, aircraft instrumentation, and other controls and displays), (9) organizational structure and climate, (10) management methods and training, (11) training of military, industrial, government, and other occupational groups, (12) roles, leadership styles, and behavior in occupational settings, (13) organizational benefits to employees, (14) labor-management

relations, (15) ecological programs, (16) effects of natural or man-made disasters or accidents, and (17) crowding as a result of overpopulation.

Part O, "Parapsychology," includes fifteen information sources that present the literature of serious inquiry into extrasensory perception, psychokinesis, telepathy, and clairvoyance.

Part P, "Professional Personnel and Professional Issues," focuses on fourteen information sources providing access to literature on the interests, characteristics, education, and training of such psychological and medical personnel as psychologists, therapists, counselors, social workers, psychiatrists, mental health professionals, hospital personnel, personnel of residential care institutions, physicians, nurses, and related paraprofessionals. The sources treat (1) licensing and ethical standards of these groups, (2) interdisciplinary cooperation, (3) utilization of professional personnel, and (4) attitudes, personalities, and career opportunities of professional personnel.

Part Q, "Cross-Cultural Psychology," contains twenty-three selected information sources designed to expose the literature of the emerging field of cross-cultural psychology. In recognition of their importance in the field, particular attention is directed to the *Handbook of Cross-Cultural Psychology* (Q.a:2) and the *Human Relations Area Files* (Q.b:1). Apart from a discussion of these and a few other titles, no further attempt is made to cover the field, however. The literature of cross-cultural psychology is, at the moment, in a scattered, diffused state. The task of systematically assembling a comprehensive list of titles is beyond the range and scope of this research guide.

## Indexing

In addition to the citation of all sources discussed in the text, this guide includes a general index of authors, titles, and subjects. The names of senior (that is, first-named) authors and editors and corporate authors are listed. The titles of all books, articles, and other sources mentioned in the text are listed alphabetically by the first word of the title.

The subject entries attempt to provide access to the subjects in the sources mentioned in the text. The operative word in the above sentence is "attempts," of course, because when attempting to list the subjects covered by a particular source—which might itself include a multitude of subjects (for example, the *International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology* [A.e:1])—necessarily, those subject headings listed are merely suggestive of the entire corpus of subjects which the source contains. Thus, when you do not find an entry for a topic among subject headings in the index—especially a narrower one—by searching among the broader, more inclusive terms related to the topic, other information sources which may include material on it have a better chance of being exposed.

## Period of Coverage

Because of the great number and types of information sources in psychology, I found it necessary to put a time limit on this project. Thus, in order to bring it to a reasonable close, I initially set December 1979 as the cutoff date for publications. However, I have included a few titles published since January 1980 because they promise to be a significant addition to the information sources on the literature of a particular topic.

## Notes

1. In this research guide, "substantive information" refers to the subject matter—often called cognitive content—in the published literature of a particular research topic. "Bibliographic information," through a convention known as the bibliographic citation, provides the key to locating substantive information. "Substantive information sources" refer to those reference sources designed primarily to provide special formulations of the subject matter associated with a particular topic in psychological research, and, for the most part, presented in a distilled, synthesized format. "Bibliographic information sources" refer to those reference sources designed to provide almost exclusively bibliographic information for the individual publications associated with a particular research topic in psychology. In contrast to the distilled, synthesized treatments of a literature's subject matter in substantive information sources, bibliographic information sources treat the subject matter of this same literature according to its more discrete, analytical characteristics. This approach to reference materials is discussed in greater detail in my *New Perspectives for Reference Service in Academic Libraries* (Westport, Conn.: Greenwood Press, 1978); see especially Chapter 15.

2. Francis Narin has traced citation patterns—an almost mirror reflection of the quantity and structure of research activity—in journals for psychology and other disciplines in *Evaluative Bibliometrics: The Use of Publication and Citation Analysis in the Evaluation of Scientific Activity* (Cherry Hill, N.J.: Computer Horizons, 1976), PB 252 339.

3. Kenneth E. Boulding, "Task of the Teacher in the Social Sciences," in Larry D. Singell (ed.), *Collected Papers: Volume 4: Toward a General Social Science* (Boulder, Colo.: Colorado Associated Press, 1974), p. 480. Before assuming that such a view of the discipline is shared only among individuals outside the discipline, see the remarks of Koch in *Psychology: A Study of a Science* (A.e:14) and of Richard W. Coan in *Psychologists: Personal and Theoretical Pathways* (New York: Irvington Publishers, 1979), pp. 25-26.

4. For definitions of terms in these subdivisions, see the Glossary of Terms.

# GLOSSARY

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*Bibliography.* In its simplest form, a *bibliography* is little more than a listing of books and related materials, either on a particular subject or on a broad range of subjects. Most often, information provided for each item included in a bibliography consists of author's name, title, place of publication, publisher, and imprint date for books; and author's name, title, periodical name, volume, date of issue, and inclusion pages for articles. An *annotated* bibliography provides, in addition to this information, a brief analysis of the contents of a work. Another type of bibliography, usually limited to material from a certain type of source, is known as an *index*. For example, the best known index, the *Reader's Guide to Periodical Literature* (A.b:28), is an author-subject index to about 180 popular magazines. The *citation index*, on the other hand, employs a much more elaborate system of organizing the information contained in periodical articles. (See Figure 3.) *Abstracts* are another type of bibliography and, like indexes, are sometimes limited to one type of source; most often, however, abstracts include books as well as articles. The purpose of an abstract bibliography is to provide brief statements or summaries of the contents of published research articles either in periodicals or in books. (See Figure 1.) These abstracts save valuable time because through them one can often determine whether a particular research paper would likely be used without seeking out the actual article, which is a more time-consuming and often an expensive activity. Key-word-in-context indexes, popularly known as *KWIC indexes*, are appearing in greater numbers. The KWIC index is an attempt to produce, with the assistance of data-processing techniques, a large bibliography on a particular subject. The "key-words" in the titles of articles and books are put in alphabetical order, resulting in a sort of subject arrangement of the titles. A *retrospective bibliography* is one which lists books and/or articles from an early period to a certain specified date. A *selected bibliography*, on the other hand, lists only recommended books, and a *classified bibliography* is one arranged according to subject or geographical region. A *bibliography of bibliographies*, as the term suggests,

simply lists (and often describes) bibliographies, either in general or on a specific subject. Its purpose is similar to that of the research guide.

*Biographical Dictionaries and Directories.* A *biographical dictionary* is a collection of articles on selected individuals, either of particular countries or within a special field. In most cases, entries are written by individuals other than the subjects. A *biographical directory* is a compilation of brief information on individuals and/or institutions, usually of a particular profession or discipline. In general, information for directories is obtained by the mailing of questionnaires requesting such information as profession, education, research interests, and publications.

*Dictionary.* Consisting of entries on concepts and other terms, the dictionary typically provides in a very compressed or distilled format an explanation of how a particular term is used or of what is known scientifically about it. As a rule, there is little concern for the individuals responsible for coining the term or for employing it in a particular way so that it acquires a new connotation. (See Figure 8.)

*Encyclopedias.* While similar in purpose to dictionaries, encyclopedias usually give more extensive treatment to the entries, including discussing and listing publications that helped develop what is known about research topics. Characteristically, entries in encyclopedias stress the theoretical aspects of topics being considered, while *reviews of research* (see below) usually give greater emphasis to the empirical (that is, research) aspects of these same topics.

*Research Guides.* Essentially annotated bibliographies, research guides are aids to locating information sources (bibliographies, reviews of research, and the like) in libraries. (The functions of research guides are discussed in greater detail in the introduction.)

*Research Handbooks.* Some reference works do not fit neatly into the categories librarians have created. Hence, it is necessary to provide a miscellaneous section where things left over (such as writing manuals and directories of graduate schools) can be placed.

*Reviews of Research.* Serving a function similar to *encyclopedias*, *reviews of research* provide authoritative appraisals of research advances in a given field. They also function, however, as bibliographies, as sources of definitions of concepts, and as a means of identifying key people. The practice seems to be to call recurrent review publications either *Annual Review of . . .* or *Advances in . . .*, while single volumes or multiple-volume sets are most often entitled *Handbook of . . .* In addition, there are journals that devote all or a great proportion of their pages to review articles, and it is not uncommon for individual scholarly journals to contain occasional review articles.

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