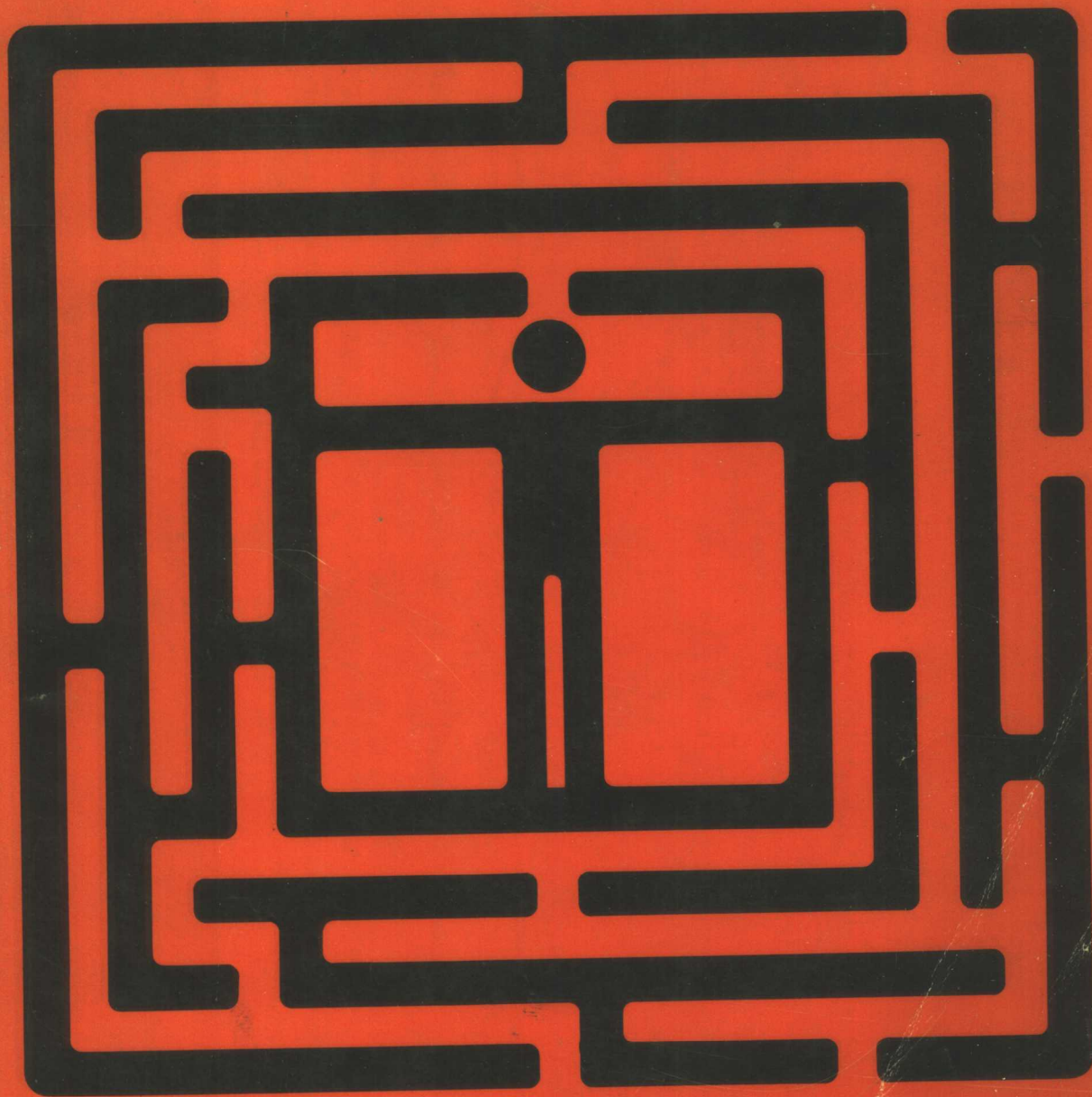


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HOWARD H.
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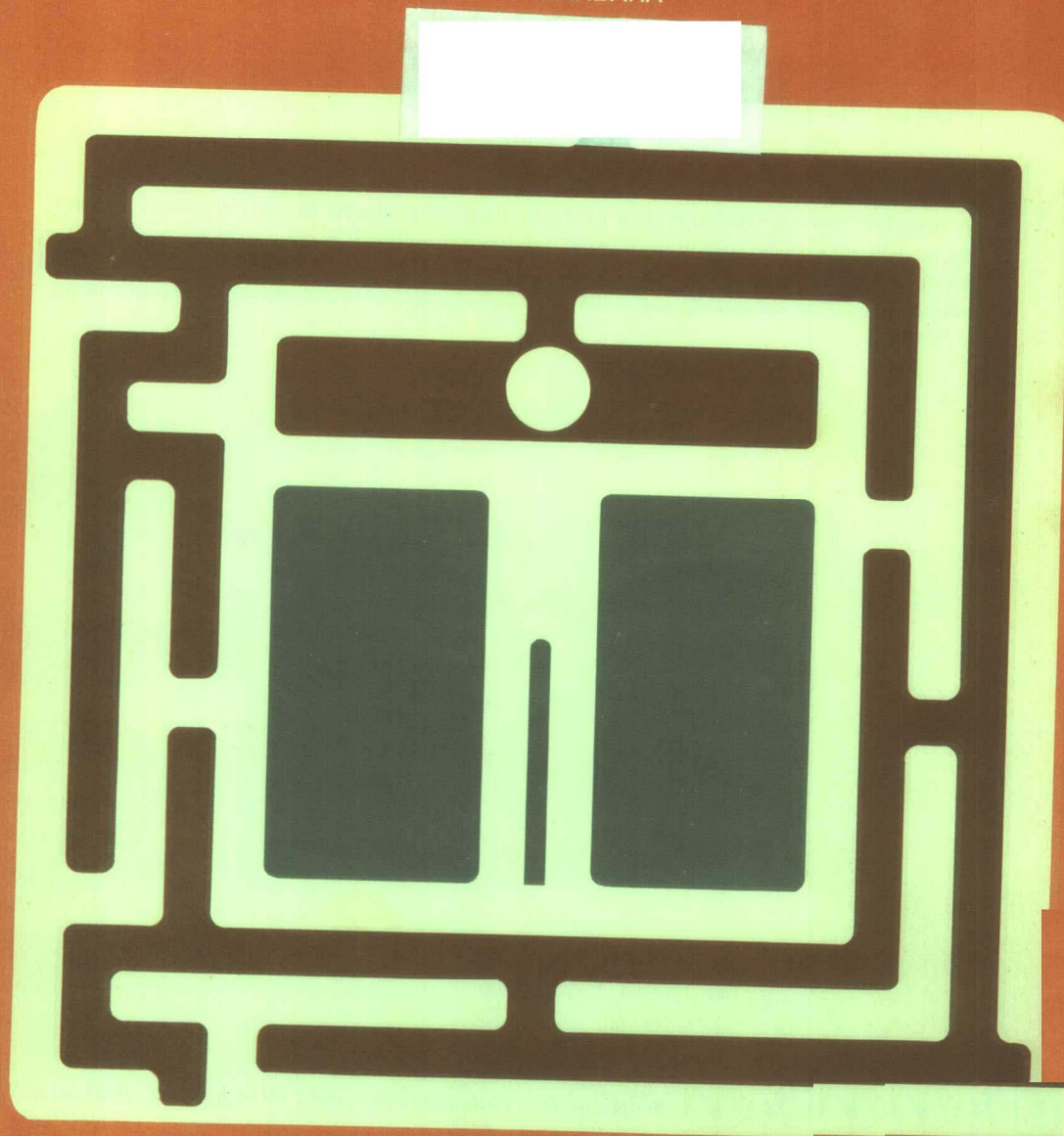


BASIC
PSYCHOLOGY

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THIRD
EDITION

UNIVERSITY OF CALIFORNIA
SANTA BARBARA



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THIRD EDITION

PREFACE

The aim of the third edition is to provide an updated, realistic, and clear picture of contemporary psychology for the introductory student. The task has become more difficult with each successive edition because the accumulation of knowledge and degree of specialization is proceeding at an accelerated pace. Another problem is the appearance of new and sometimes irreconcilable approaches to the subject matter.

One way out of the difficulty is to sidestep these problems by having a group of specialists prepare surveys of their own fields, leaving it up to the student to do what he can to organize all the information. Another way is to present an integrated treatment of fundamental psychological information. This structure can be presented to the student in a textbook that provides an organized examination of the methods, facts, and theories covering the range of major psychological phenomena. This is the textbook I have undertaken to write.

To achieve an integrated picture, an introductory text must not only cover the length and breadth of psychological knowledge but also provide some depth of understanding. Al-

though this approach challenges the teacher more than a two-dimensional survey or a one-dimensional "adjustment course" that offers oversimplified answers to complex questions about personal problems, it provides richer and more pervasive rewards for students, teachers, psychology, and society.

No one can write an introductory psychology textbook alone, nor can he limit his acknowledgments to those who were involved in the preparation of the third edition. It is particularly fitting to mention initially the assistance of three scholars whose talents have unfortunately been lost to psychology. First there is Karl Muenzinger, who was most helpful to me in my early career and who encouraged me to undertake this project because he believed that writing an introductory textbook is the best way to learn psychology. He may have been right—but there should be easier ways. Then there is Mike Elliot, who played a key role in the preparation of the first edition and was everything an editor could be: supportive, understanding, and helpful. My greatest intellectual debt is to my teacher, mentor, and

vi PREFACE

friend, Kenneth Spence, whose demands for clarity and organization of ideas served as ideals which I knew I could not achieve but nevertheless tried to approach.

I am obviously indebted to many psychologists whose research I have described and whose ideas I have freely borrowed. I am also indebted to my teachers at Brooklyn College and the University of Iowa and to my former fellow graduate students who provided intellectual stimulation and friendship.

During the times the various editions were underway, I profited from discussions with colleagues and students both at New York University and the University of California, Santa Barbara. Donn Byrne, Leo Hurvich, Ben McKeever, and Bill Stebbins contributed valuable advice about some of the chapters of the previous editions, while Ben Clopton and Amado Padilla offered helpful suggestions and criticism of several chapters in the present edition. The editorial assistance of Ken MacCorquodale and Gardner Lindzey and the cooperation of Bob Dundon, Jack Burton, and Werner Samuelson were invaluable for the first two editions. A large debt of gratitude is owed to the efforts of Joan Rogers in the present edition and appreciation for the helpful contributions of Laura Rich, Dave Bull, and Marsha Cooke. I am also most appreciative of the cooperative efforts of my secretary, Chris Whitehead.

To list my obligations to my family is especially pleasant. In the preface to the first edition I wrote,

"My mother, under most trying circumstances, made it possible for me to attend college and graduate school. My two sons, Joel and Kenneth, passed from childhood to early adolescence during the time this book was being written. They tried to learn not to disturb me when I was writing, and I tried to learn not to join them when they were playing. All in all, our combined efforts at self-discipline postponed the publication of this book by no more than two years."

As they matured, both Joel and Ken asked penetrating questions which hopefully I have now been able to answer more effectively. I have also tried to learn something about writing from Joel and new ideas about biology and philosophy from Ken. The present edition profited from Ken's helpful suggestions and criticisms.

And finally I turn my attention to my wife, Tracy Kendler, who served as the editor of this edition. Her contributions cannot only be measured by perceptive criticisms and useful suggestions but must include her ability to execute the roles of wife, companion, and research colleague with highest distinction.

H.H.K.

TO THE TEACHER

In preparing the third edition of *Basic Psychology*, I was assisted by the comments and suggestions of many teachers who had used the previous editions. From them I learned of the numerous methods of organizing and teaching courses that used *Basic Psychology* as the text. Lectures ranged from reviewing the material in the text to using the book as a point of departure for discussing supplementary material such as detailed treatment of specific experiments and extended analyses of a particular topic. The book was written to be self-contained, but obviously it can benefit from related lectures, discussions, demonstrations, and special autoinstructional material. An unusual method used by one instructor was to test students on assigned readings in the text before lecturing about related topics. In this way, the instructor felt confident that his students were prepared to profit from his lectures.

An increasingly popular method of teaching is that of *personalized instruction*, a system that was first developed by Fred S. Keller in 1963 and which is a combined product of some principles of operant conditioning and Fred Keller's pedagogical ingenuity. Jeffrey R. Corey

and James S. McMichael have prepared materials which enable teachers to use personalized instruction for the third edition.

The final decision about the way the text is to be "taught" is, of course, left to the instructor, who is aware of his own most effective teaching style and of the quality of his students.

I, like every other instructor in an introductory psychology course, have faced the major dilemma of where to begin. Shall the student be prepared to study psychology, or shall he start with fundamental facts and theories? Many students bring erroneous ideas and attitudes to their first psychology course; would it not be better for them to unlearn their misconceptions before they start to learn about psychology? The first chapter in Part I is designed to do this. It describes the nature of scientific method and relates it to the study of psychology as well as offering some historical information about psychology's origins. Providing some methodological sophistication is not the only preparation that the beginning student can be offered. Some believe that an elementary understanding of physiology is es-

VIII TO THE TEACHER

sential. The second chapter serves this need. Others believe that knowledge about statistics is helpful. A chapter on statistics is included in the Appendix.

The two chapters of Part I and the Appendix can be handled by the instructor in a number of different ways. One radical solution would be to eliminate them completely. Naturally, I do not favor such an alternative, or I would not have written these sections. But I can appreciate a teacher's concern with getting his class to the content of psychology as rapidly as possible. Another choice is to assign part or all of Part I, and perhaps even the Appendix, with little or no lecturing and classroom discussion. I have never subscribed to the view that a teacher must lecture about everything he requires the student to read. The important consideration is whether reading all or part of these two sections, with or without lectures and discussion, will assist the student in understanding and integrating psychological knowledge. I believe it does, but am well aware that many instructors who agree with me about the aims of an introductory psychology course may not share this opinion. Another possibility is to postpone the reading and discussion of parts of the physiology and statistics chapters until they are relevant to the topics being reviewed.

Whereas several options are offered in using Part I and the Appendix, Parts II and III provide practically no choice. They are the backbone of this book, and the topics they cover are, in my opinion, the essential ingredients of an introductory course. Part II (Chapters 3 through 7) offers a treatment of basic psychological processes (sensation, perception, learning, and motivation); and Part III (Chapters 8 through 11) describes complex psychological processes (memory, verbal behavior, cognitive processes, and frustration and

conflict). Part II must precede Part III, although within each section the position of some chapters may be shifted.

The sequence that begins with the description of simple forms of behavior (Part II) is brought to its conclusion in Part IV (Chapters 12 through 15), which discusses individual differences, personality, behavior pathology, and social behavior. Chapters 13 and 14 must be taught one after the other, and the student would benefit from reading Chapter 15 after he completes the previous two.

In a quarter or even a semester course, some instructors may be pressed for time to cover the complete book. One can choose to have the students read the complete book or to delete material from the various chapters.

It should be noted that the facts and theories of developmental and physiological psychology are not segregated into separate chapters removed from the treatment of psychological phenomena with which they are intimately associated. Instead, the chapters in Parts II and III, which deal with the basic and complex psychological processes, each contain discussions of relevant developmental and physiological information, usually located at the end.

Finally, mention should be made of an innovation that did not appear in previous editions. Issues that are socially relevant (e.g., violence on T.V.) or of popular interest (extrasensory perception) are analyzed in special sections of each chapter (except the chapters on physiology and statistics), and questions are raised which the reader is encouraged to answer himself. Training the student to form conclusions based on evidence will give him a better understanding of psychology and its relevance for himself and society. These topics can also serve as the themes for interesting class discussions.

TO THE STUDENT

Psychology is an extremely popular subject because it deals with such fascinating topics as how personalities are formed—and sometimes malformed. However, many of those who express an interest in the subject are really interested only in its more sensational and superficial aspects; they are unwilling to give the time and effort necessary to understand psychology fully.

It has been claimed, and rightly so, that psychology is too popular for its own good. People are so eager to understand themselves and others that they gobble up information without considering its source. Self-styled psychological experts who offer advice to anyone, anywhere, at any time after seeing two psychiatric movies and reading one book by Freud are all too common. Such presumption would simply be amusing if it did not cause mischief. Naive psychological advice can be harmful, but possibly more dangerous in the long run are the misconceptions about psychology which these self-styled psychologists give the public. Psychology plays an important role in assisting individuals and society in coping with their problems. It would be unfortunate if its poten-

tial value were compromised by the misinformation offered by those more eager to borrow its name than its principles or methods.

Blame for these misconceptions belongs not only to those who pose as psychologists, but also, and even more, to those who are willing—almost eager—to accept superficial answers to complex questions. Many of these same people would be immediately suspicious if they were given simple explanations of how an automobile or an earth satellite functions; they would know at once that both of these are complicated mechanisms. Yet they will swallow simple explanations of human behavior. Human behavior, or even the behavior of laboratory rats, is far more complicated than the working of an automobile or an earth satellite. If you want to understand how automobiles or satellites work, you have to give them intensive study. So if you genuinely want to understand psychology, you must accept right away the idea that you are going to have to expend a good deal of effort and thought.

Some students electing to take a psychology course may hope that the study will begin with a discussion of individuals who behave strange-

ly. But scientific psychology does not begin with the study of the surprising, the bizarre, or even the unusual. In psychology, as in other sciences, a student must understand simple or basic things before he can appreciate what is complex. Before you can have any valuable insight into pathological behavior, you must have some understanding of how we see and hear, how we learn and perceive, why we want things, and why we sometimes persist in going after them. After you acquire this basic knowledge, you will be better prepared to understand complex psychological processes like memory, language, cognition, frustration, and conflict. And finally you will be ready to understand how individuals differ, personality, the pathology of behavior, and social behavior.

You must realize that learning about psychology depends more on you than on anybody else. This statement is not made to disclaim any responsibility the writer or your instructor has for your education. Instead, it is made to highlight the fact that the student is not a receptacle into which knowledge is poured. He does not passively absorb the information from textbooks and lectures. Learning is an active process, as you will discover if you have not already when we discuss the facts and theories of the psychology of learning. You cannot, if you desire to learn, read this text as if it were a light novel. You must read it with real effort. You must pay attention. You must interpret what you read and relate it to what you already know. You must select important ideas by underlining appropriate passages. You must take meaningful notes, preferably *in your own words*. When you come to a new concept or fact, you should rehearse it to yourself so that you will remember it better. If you don't understand something, do not proceed to the next section. Reread the section that gives you difficulty and see whether you cannot improve your comprehension. Only by such active participation in reading can you hope to organize and understand the information this book contains.

Now that your job has been described, let us turn our attention to how this book was

designed to help you. It was written with the intention of providing the student with optimal conditions for learning.

The book contains four parts, each consisting of a group of related chapters. Each part is preceded by a short introduction which provides an overview of the material to be presented. This should help you organize your thoughts so that you will be prepared for what follows. Each chapter concludes with a summary that presents the essence of the material in capsule form. If any part of the summary does not strike a familiar chord, you should return to the appropriate section in the chapter and review the material. Some students will find it helpful to read the summary before the chapter so that they will have some idea of its organization and high points.

Because psychology is something new, you will be required to learn many technical terms. When an important term is introduced, it appears in boldface and is defined. A list of important terms is defined in the Glossary at the end of the book. It is essential that you know the definition of these terms. Do not, however, be fooled into believing that knowing their definitions is sufficient. Psychological knowledge consists of more than that. You must learn the relationships between each technical term and a host of other terms. One other warning: Do not assume that, if a term is familiar to you (intelligence, motivation, attitude), you know its technical meaning. The definition of such psychological concepts is quite different from their vague everyday meaning.

Scientific knowledge can often be presented most clearly and precisely in graphical and tabular form. Graphs and tables appear throughout the book. Don't just glance at them. Study them and discover what information they convey. Also, pay attention to photographs. Very often they clarify a complicated point.

A *Study Guide* has been written to accompany the third edition of *Basic Psychology*. It provides a number of different kinds of exercises that will help you to learn and to prepare

for examinations. They will also help you determine how well you know your subject matter.

At the end of each chapter are suggestions for further reading. The reader who is interested in learning more about any topic can refer to these sources. He should also confer with his instructor for additional suggestions.

Psychology, like any other science, is a sum total of the efforts of individual scientists. It

is proper that their work be acknowledged when reference is made to it. This is done by the conventional method of citing within parentheses the author and the year of the publication. The complete citation is given in the list of references at the end of the book. This list is also a useful reference for those students who wish to expand their knowledge of psychology.

CONTENTS

Preface	v	Scientific Method and Psychology	13
To the Teacher	vii	Behavior of Organisms	14
To the Student	ix	Independent Variables	24
		Empirical Relationships in Psychology	25
		Theoretical Constructs and Psychological Theory	28
		<i>Humanistic Psychology</i>	28
		Summary	32
		Suggestions for Further Reading	33
PART ONE			
GENERAL ORIENTATION	1		
CHAPTER ONE		CHAPTER TWO	
THE SCIENCE OF PSYCHOLOGY	3	THE PHYSIOLOGICAL FOUNDATIONS OF BEHAVIOR	37
The Definition of Psychology	3		
The Nature of Science	3	Physiology and Psychology	37
The Function of Science	4	The Neurophysiological Foundations of Behavior	37
The Structure of Science	6		
The Rules of Language	7	The Reacting Mechanisms	38
Understanding, Explanation, and Theory	10	Muscles	39
Common Sense versus Science	12	Glands	40

xvi CONTENTS

The Connecting Mechanisms—		The Ear	110
The Nervous System	42	Audibility	111
The Neuron	44	Auditory Sensations	112
Neural Impulses	45	Theories of Audition	116
The Synapse	46	<i>Supersonic Booms—Psychologically Acceptable?</i>	108
Neural Pathways	47	The Development of Sensory Capacities	117
The Human Brain	48	A Concluding Remark on	
The Autonomic Nervous System	54	Sensory Psychology	118
Continuous Neural Activity and the		Summary	119
Organization of Behavior	56	Suggestions for Further Reading	120
Heredity	57		
Genetic Determination	58	CHAPTER FOUR	
The Gene	59	PERCEPTION—HOW WE ORGANIZE	
The Gene and Its Environment	60	SENSORY INFORMATION	123
Maturation	61		
Summary	64	Perception and Psychology	123
Suggestions for Further Reading	65	Sensation and Perception	123
		Perceptual Organization	125
PART TWO		Figure and Ground	125
BASIC PSYCHOLOGICAL PROCESSES	67	Laws of Perceptual Grouping	126
		Visual Space Perception	129
CHAPTER THREE		Visual Depth Perception and	
SENSATION—THE RECEPTION OF		Stimulus Variables	130
STIMULATION	71	Visual Depth Perception and	
		Organismic Variables	134
Sensation and Psychology	71	The Combined Operation of	
Empirical Relationships in		Stimulus and Physiological	
Sensory Psychology	71	Depth Perception Cues	135
Sensitivity	72	Auditory Space Perception	136
The Investigation of Sensitivity	72	The Perception of Obstacles	
The Scope of This Chapter	77	by the Blind	136
The Psychology of Vision	77	Stimulus Variables	138
Light	77	Organismic Variables	138
The Eye	78	Perceptual Constancy	140
Visibility	82	Size Constancy	140
Visual Acuity	85	Shape Constancy	142
Visual Sensations	88	Brightness Constancy	142
Theories of Vision	99	Color Constancy	143
The Psychology of Audition	105	Perceptual Illusions	144
Sound	106	The Ponzo Illusion	144

Illusions of Movement	145	Instrumental Conditioning with	
Mach Bands	147	Secondary Reinforcement	
Subjective Experience: Dreaming		(Conditioned Reinforcement)	187
and Meditating	149	Instrumental Escape and	
Dreaming	149	Avoidance Conditioning	187
Meditation	151	Operant Conditioning	188
Perceptual Learning	153	Rate of Responding	189
Motivation and Perception	155	Schedules of Reinforcement	190
Value as a Factor in Perceived Size	155	Basic Phenomena in Instrumental	
Motivation and Perceptual		and Operant Conditioning	197
Distortion	157	Variables that Influence	
Attention and Perception	157	Conditioning	199
Attention as Receptor-Oriented	158	Amount of Reinforced Practice	199
Attention as Selective Perception	159	Conditions of Reinforcement	199
Perceptual Development	161	Theories of Conditioning	201
Size Constancy and		The Learning-Performance Distinction	201
Depth Perception	161	Habit and Drive	202
An Overview of Perception	164	The Learning and Performance	
Variables That Influence		of Habits	203
the Perceptual Process	167	The Performance of	
<i>Extrasensory Perception: Fact or Fancy?</i>	164	Instrumental Responses	206
Summary	169	<i>Controlling Human Behavior: Possible? Desirable?</i>	204
Suggestions for Further Reading	170	Development of Conditioning	
		in Humans	206
CHAPTER FIVE		Organismic Variables in Conditioning	207
LEARNING—HOW BEHAVIOR IS		Neurophysiological Correlates	
MODIFIED: PART I	173	of Conditioning	208
		Neurophysiological Changes	
How the Psychology of		in Conditioning	209
Learning is Studied	173	The Brain and Reinforcement	210
Classical Conditioning	174	Summary	212
Three Essential Features of		Suggestions for Further Reading	214
Classical Conditioning	176		
Examples of Classical Conditioning	176	CHAPTER SIX	
The Principle of Reinforcement	179	LEARNING—HOW BEHAVIOR IS	
Positive and Negative Reinforcers	179	MODIFIED: PART II	217
Basic Phenomena in			
Classical Conditioning	179	Conditioning and Learning	217
Instrumental Conditioning	183	Habit Competition	219
Instrumental Reward Conditioning	185	Punishment	223

xviii CONTENTS

Chaining	228	Homeostatic Drives and the Psychology of Motivation	288
Shaping Behavior	230	The Sex Drive	289
The Methodology of Shaping	230	The Physiology of Human Sexual Behavior	289
Shaping as an Educational Technique	237	The Hormonal Control of Sexual Behavior	291
The Shaping of Autonomic Responses	240	The Brain and Sexual Behavior	294
Motor and Verbal Learning	243	Drives and Instrumental Acts	295
Motor Skills	244	Instinct	298
Verbal Learning	251	Approaches to the Study of Instinctive Behavior	298
Transfer of Training	255	Learned (Derived) Drives	303
Education and Transfer	256	Fear	305
Experimental Analysis of Transfer of Training	257	Other Learned Drives	309
The Technology of Learning	262	Learned Drives and Homeostatic Drives	310
Computer-Assisted Instruction (CAI)	264	<i>The Relevance of Animal Instincts to Human Behavior</i>	304
<i>An Evaluation of Teaching: What Should It Measure?</i>	266	Intrinsically Motivated Behavior	311
Theories of Learning	267	Contact-Comfort	312
Development and Learning	268	Curiosity	313
The Brain and Learning		Humanistic Motives	313
Phenomena	270	Arousal (Activation) and Motivation	316
Learning and Brain Localization	270	Emotional Drives	319
Summary	273	Motivational Development	321
Suggestions for Further Reading	274	The Physiology of Motivation	323
 CHAPTER SEVEN		Motivational Theory	323
MOTIVATION—THE ENERGIZER OF BEHAVIOR	277	The Arousal of Drives	323
Goal-Directed Behavior	277	The Steering Function of Drives	324
A Misconception about Motivation	277	The Persistence of Motivated Behavior	324
The Motivational Sequence	278	The Energizing Function of Drives	325
Motivational Concepts	279	The Classification of Drives	325
Homeostatic Drives	280	Summary	325
Hunger	280	Suggestions for Further Reading	327
Specific Hungers	282	 PART THREE	
Thirst	284	COMPLEX PSYCHOLOGICAL PROCESSES	329
Pain	285		
Other Homeostatic Drives	287		

CHAPTER EIGHT			
MEMORY	331	The Brain and Language Behavior	384
		Cerebral Dominance	385
		Cerebral Localization	385
Learning and Memory	331	Summary	387
Measures of Retention and		Suggestions for Further Reading	388
Forgetting	331		
Recall	332		
Relearning	333	CHAPTER TEN	
Recognition	333	COGNITIVE PROCESSES	391
A Comparison among the Different			
Measures of Retention	333	The Nature of Cognitive Processes	391
A Time-Dependent Analysis of Memory	334	Symbolic Behavior	392
Conditions at the Time		Delayed Reaction Method	392
of Learning	334	Double Alternation Method	393
The Interval between		Representation, Symbolic	
Learning and Retention	342	Behavior, and Language	394
Conditions at the Time		Conceptual Behavior	395
of Retention	349	Concept Learning	395
Theories of Memory	351	Problem Solving	402
Memory as a Multi-Process		Learning and Problem Solving	403
Phenomenon	351	Habit Integration	405
Models of Memory	352	Habit Competition	408
Improving Retention	353	Perception and Problem Solving	414
<i>Are Mnemonic Techniques Useful?</i>	354	Problem-Solving Theory	415
Developmental Changes in Memory	355	<i>Are Humans Computers?</i>	420
The Physiology of Memory	357	Cognitive Development	422
Summary	358	Cognitive Development	
Suggestions for Further Reading	359	According to Piaget	423
		Conceptual Development	424
CHAPTER NINE		Brain Functioning and Cognitive	
VERBAL BEHAVIOR	361	Processes	426
		Summary	427
Communication among		Suggestions for Further Reading	428
Animals and among Men	361		
Nature of Human Language	363	CHAPTER ELEVEN	
Functional Properties of Language	363	FRUSTRATION AND CONFLICT	431
Language and Meaning	370		
Language and Syntax	378	The Meaning of Frustration	
Language Development	380	and Conflict	431
<i>Can Chimps Learn a Human Language?</i>	364		

xx CONTENTS

An Analysis of Frustration	432	Individual Differences and Psychology	477
Sources of Frustration	432	Psychological Tests	477
Responses to Frustration	433	Aptitude and Achievement Tests and Human Abilities	479
Frustration-Produced Behavior	436	<i>What Is Intelligence?</i>	482
Aggression	436	Intelligence Tests	482
Apathy	445	Binet-Simon Test of Intelligence	482
Rationalization	446	The Stanford-Binet Test	484
Fantasy	447	Wechsler Adult Intelligence Scale	488
Compensation	448	The Army General Classification Test (AGCT)	490
Regression	449	The Nature of Intelligence	492
Fixation	451	The Stability of an Individual's IQ	492
<i>Contagious Violence—Should Censorship Be Used to Prevent It?</i>	444	Environmental Influences on Intelligence Test Performance	494
Conflict	453	Influence of Heredity on Intelligence Test Performance	497
Approach-Approach Conflict	458	The Nature-Nurture Controversy	500
Avoidance-Avoidance Conflict	459	Racial Differences in Intelligence	503
Approach-Avoidance Conflict	459	<i>Should Racial Differences in Intelligence Be Studied?</i>	506
Temporal Conflicts	463	The Extremes of Intelligence	509
Double Approach-Avoidance Conflicts	463	Intellectual Subnormality	509
Transfer of Training and Conflict Behavior	465	The Genius and the Gifted	513
Habit Breaking	467	The Components of Intelligence	519
Substitution Method	467	The Characteristics of a Useful Psychological Test	521
Toleration Method	467	Summary	522
Change-of-Cue Method	468	Suggestions for Further Reading	523
Maturation and Habit Breaking	468		
Physiological Factors in Frustration and Conflict	469	CHAPTER THIRTEEN	
The Nature of Stress	469	PERSONALITY	525
Psychological Factors in Stress Reactions	470	Personality and Psychology	525
Developmental Factors in Stress Reactions	471	The Concept of Personality	528
Summary	472	Theoretical Interpretations of Personality	530
Suggestions for Further Reading	473		
PART FOUR			
INDIVIDUAL DIFFERENCES, PERSONALITY, AND SOCIAL BEHAVIOR	475		
CHAPTER TWELVE			
INDIVIDUAL DIFFERENCES	477		

The Psychoanalytic Interpretation of Personality	530	Psychosis	601
Learning Interpretations of Personality	539	Schizophrenia	601
A Humanistic Interpretation of Personality	554	The Etiology of Schizophrenia	604
<i>Child Training and Personality— How Should a Child Be Raised?</i>	556	Manic-Depressive Psychosis	608
The Measurement of Personality	561	Involitional Melancholia	612
Interview Method	561	Psychotic Depressive Reaction	613
Rating Scales	562	Organic Psychoses	613
Personality Inventory	563	Character Disorders	616
The Concept of Trait	568	Drug-Dependent Reactions	620
Projective Techniques	569	Treatment	626
Situational Tests		The Psychotherapies	627
(Behavior Samples)	572	Behavior Modification	631
Concluding Remarks	573	The Effectiveness of Psychotherapy and Behavior Modification	635
The Constancy of Personality	573	The Somatherapies	639
Personality and Organismic Variables	574	Socially Based Treatment	641
Physique and Personality	575	Prevention and Control	644
Psychogenetics	577	Summary	646
Summary	579	Suggestions for Further Reading	648
Suggestions for Further Reading	579	CHAPTER FIFTEEN SOCIAL PSYCHOLOGY: SOME SELECTED TOPICS	651
CHAPTER FOURTEEN BEHAVIOR PATHOLOGY	583	Social Influences on Behavior	651
The Scope of the Problem	583	The Scope of the Chapter	652
Psychological Health and Behavior Pathology	583	Socialization	652
Disordered Reactions	585	Culture	653
<i>Are Homosexuals Ill?</i>	590	Subculture	657
Neurosis	586	The Social Dyad	667
Anxiety Reactions	588	Attitudes and Beliefs	671
Phobic Reactions	592	Measurement of Attitudes	672
Obsessive-Compulsive Reactions	594	The Formation of Attitudes	674
Conversion Reactions	595	Attitude Change	678
Dissociative Reactions	595	<i>Applied Social Experimentation and Social Planning</i>	692
Depressive Reactions	598	Summary	696
The Etiology of Neurosis	598	Suggestions for Further Reading	697
Psychosomatic Reactions	599	EPILOGUE	699