

# THE CURRENT STATUS OF PSYCHOLOGY IN THE UNITED STATES

Clara Chassell Cooper, Ph. D.

**Professor of Psychology in the Department of Sociology  
Tunghai University**

## INTRODUCTION

The present brief survey of the current status of psychology in the United States seeks to interpret the situation obtaining after the twentieth century has not only passed the mid-century mark, but has already advanced a decade beyond that point. To this end it proceeds in two directions. In the first place, it reviews the situation as revealed by evaluative summaries of the current status of schools of psychology, presenting contrasting viewpoints; and also of the contemporary trends in certain specific areas, including perception, learning, motivation, personality, and neurophysiology, quoting objective formulations by persons competent in these areas. In the second place, it examines the situation disclosed by a tabular analysis of current major emphases in psychology, derived from published sources which clearly depict contemporary areas of interest and investigation. In conclusion, it presents a graphic account of the progress of psychology over a period of seventy years, taken from a recent comprehensive historical survey; and cites as a concluding perspective the viewpoint of the editor of a monumental work examining the progress made by psychology over its comparatively brief history, toward developing a science of behavior.

## EVALUATIVE SUMMARIES OF THE CURRENT STATUS OF SCHOOLS OF PSYCHOLOGY AND CONTEMPORARY TRENDS IN CERTAIN SPECIFIC AREAS

### *The Current Status of Schools of Psychology*

In his book *Contemporary Schools of Psychology*, Woodworth in 1948 listed nine schools and their major fields of interest, including (1) Functional Psychology (field undefined); (2) Structural Psychology (sensation); (3) Associationism (learning and memory); (4) Psychoanalysis (desire); (5) and (6) Personalistic and Organismic Psychologies (the individual as a whole); (7) Purposivism or Hormic Psychology (purposive activity); (8) Behaviorism (motor activity); (9) Gestalt Psychology (perception). (Cf. 20, p. 4.) He then comments as follows:

"The dates assigned for the origin or rejuvenation of these schools are worthy of notice. The turn of the century, from 1898 to 1912, saw them emerge and take shape. How can the schools of that bygone age ..... possibly be regarded as contemporary schools of the

present day? The fact is that most of them are very much alive. .... It must be that they represent points of view that are almost inevitable till some higher synthesis is found capable of combining them all. And they are *the* contemporary schools, for it seems that no radically new ones have arisen since 1912." (20, p. 5)

This optimistic viewpoint with respect to the contemporaneity of "schools" in psychology is not shared by Chaplin and Krawiec, who in 1960 discussed "the collapse of the schools" in their book *Systems and Theories of Psychology*, as follows:

"The heyday of the schools passed with the end of the third decade of the twentieth century. The reason was simple: psychology had outgrown schools. With the great increase in results from research pouring into the general fund of knowledge from all sides, it became increasingly difficult not to recognize that *all schools* and systematic positions were making valuable contributions. Moreover, it had become virtually impossible for any one psychologist to attempt to encompass the entire science of psychology in a single comprehensive system. The inevitable result was specialization, which, in turn, led to the development of miniature systems." (4, p. 60)

### *The Contemporary Trends in Certain Specific Areas*

*Perception.* Contemporary trends in perception are briefly summarized in Chaplin and Krawiec's *Systems and Theories of Psychology*, in the paragraph which follows:

"..... irrespective of which systematic position contemporary psychologists take, the broad trend over the past several decades has been more and more toward a *functionalistic* approach to perception. For the most part, experimental design and theoretical structures have tended more and more in the direction of treating perception as a key process in man's interaction with his environment. .... If our analysis is correct, it may well be that the effects of this will spill over into other areas of psychology such as learning, thinking, and intelligence. If such an eventuality comes to pass, we may expect broader, more complex research programs which seek to interrelate and synthesize a number of psychological processes with decreasing emphasis on analytic and reductionistic research." (4, p. 174)

That this process is already under way is suggested by the results of significant recent experiments on the influence of learning on perception reported by Deese in his book *The Psychology of Learning*, published in 1958. Extracts from his discussion follow:

"..... Almost as old as philosophical inquiry itself is the question, Is man's ability to perceive objects of the world innate or is it the result of learning? .... In recent years ... there has been a revival of interest in the matter. ....

\* \* \* \* \*

"..... experiments point to the great importance of experience in the performance of even the most simple perceptual-motor acts. The deficiencies that result from deprivation are not the result of failure to learn how to discriminate generally, since the animal is free to perform discriminations in the other senses. The deficiency is specific to the sense deprived. If it turns out .... that the deficiency is a result of the failure of the nervous system to *learn* the nature of forms in the perceptual world, then the role of infantile

learning is enormously more important than anyone has ever thought." (5, pp. 94~95)

*Learning.* Contemporary trends in learning may be summarized by the following quotations taken from Hilgard's *Theories of Learning*, published in 1956, supplemented by quotations selected from the books by Deese and by Chaplin and Krawiec, cited immediately above:

"The theoretical positions developed in the first half of the century have had their fruits not in the final triumph of any one system but in a more sophisticated approach to both experimentation and refinement of theory. The vast volume of experimental work now appearing is almost all oriented to the checking of one or more hypotheses, and these hypotheses are embedded in larger theoretical contexts." (11, p. 456)

"While the state of knowledge is not..... as bad as the parade of points of view makes it out to be, it is still rather unsatisfactory. There are no laws of learning which can be taught with confidence. Even the most obvious facts of improvement with practice and the regulation of learning under reward and punishment are matters of theoretical dispute." (11, pp.457~458)

"One basic idea that has come out of the systematic study of learning is the attitude that some of the complexities of human life and society can be understood in terms of the operation of basic learning laws. ....

\* \* \* \* \*

"It is also beginning to appear ..... that the psychology of learning will begin to approach a unity of concepts with other disciplines. Thus the fundamental associative concepts of the future will probably be stated in such a way that they have some neurophysiological as well as behavioral validity." (5, p. 332)

"..... Perhaps the most striking development in the area of learning *theory* has been the domination of the field by behavioristically oriented systems founded on animal research. ....

\* \* \* \* \*

"..... while contemporary learning theory relies on behaviorism for its *programmatic* orientation, the greatest interest on the part of theorists has been in the hidden, non-behavioral aspects of the learning process, such as the role of reinforcement, expectancy, retroactive inhibition, and so on, all of which are intervening variables. ....

"Finally, as learning theory has developed over the years, theories have become less inclusive. .... no longer do theorists attempt to encompass the whole of learning in one over-all theory. .... Thus the 'miniature' theories have grown increasingly important to the point where they have displaced the older global theories. .... But no matter how 'microscopic' theories may eventually become, someone, at some time, must once again bring together the subtheories in a 'macroscopic' account of learning as a whole." (4, pp. 268~269)

*Motivation.* The unsatisfactory state in which the subject of motivation appears to be at present is depicted as follows in *Systems and Theories of Psychology* by Chaplin and Krawiec:

"Motivational psychology, the most central of all fields, is one of the least well-developed areas in psychology. The great variety of points of view and diverse experimental approaches ..... leaves one wondering if any progress is being made toward an integrated theory of animal and human motivation. The fundamental dichotomies of atomism-holism, hard determinism-soft determinism, and the somatic versus the psychic basis for motivation sharply divide the behavioristic-comparative theorists from those whose concern is primarily with the human species.

"... The increasing interest in the area, the greater quantity of research, and the attention given by learning theorists to motivational problems by way of reinforcement theory, may in the not too distant future bring a new order to this important segment of the science of psychology." (4, p. 354)

A positive note is sounded by Hilgard in these statements from his *Theories of Learning*:

"The confident espousal of a need-drive-incentive conception of motivated behavior, and of a drive-reduction theory of reinforcement has given way to a searching analysis of the circumstances under which learning occurs. ... Secondary motivation and secondary reinforcement studies are very important in these analyses.

"The most significant new direction in the study of motivation is away from tension-reduction interpretations to an emphasis upon the positive aspects of behavior related to preferred incentives or activities." (11, p. 433)

*Personality*. The following evaluation of current theories of personality offered by Chaplin and Krawiec in *Systems and Theories of Psychology* gives a somewhat optimistic view as to their basic accordance:

"..... aside from this diversity in orientation and despite disputes over specific issues, there is more agreement among the theorists than is apparent on the surface. ....

"With the exception of the learning theorists, whose position we have not examined, there is general agreement that personality, whatever its other attributes might be, is characterized by *purpose*. Purpose, in turn, reflects the dynamic, motivated nature of personality. Again, ..... there is a common, ever-increasing emphasis upon the self, or ego functions, as the core of personality. ....

"There is also good agreement among the various theories on the continuity and consistency of behavior both as a theoretical aspect of personality and as an important practical issue. ....

"The more important areas where *disagreement* is the rule are: (a) the relative emphasis on unconscious determination of behavior; (b) the role of learning; and (c) contemporaneity of motivation." (4, pp. 447~448)

A somewhat different conclusion is reached by Hall and Lindzey in the passages quoted below, taken from their book *Theories of Personality*, published in 1957:

"We have seen that although there are similarities and convergences among theories of personality, the diversities and disagreements remain striking. In spite of the clustering about certain modal theoretical positions there has been, as yet, little progress in the

direction of developing a single widely accepted theoretical position." (10, p. 554)

"..... The ultimate answer to any theoretical issue lies in well-controlled empirical data, and the nature of such data will be adequately defined only as the theories themselves are better developed. .... Our faith is that almost any theory if it is systematically extended and coupled with extensive empirical research offers greater hope for advance than an amalgamation of existing theories some of which are poorly stated and precariously related to empirical data." (10, p. 557)

*Neurophysiology.* Perhaps the most exciting field of all at the present time is that of neurophysiology. The National Institute of Neurological Diseases and Blindness in 1960 presented special reports having to do with Epilepsy, Hearing and Speech, Mental Retardation, Multiple Sclerosis, Neuromuscular Disorders, Parkinson's Disease, Disorders of Vision, and Collaborative Perinatal Research. In a discussion of prospects for future research, Dr. Richard L. Masland, Director of the Institute, says in part:

"..... In the final analysis it is probable that the conquest of the major disease categories in neurology will depend to a large extent upon our ability to recognize and modify derangements of chemistry in relation to the nervous system. ....

\* \* \* \* \*

"With the recent rapid advances in chemical knowledge and technique, the application of this new knowledge to the study of neurological diseases offers a promising challenge. Through a general increase in the study of the fundamental chemistry of the nervous system, together with a broadscale attack from many other disciplines, many new advances should be possible in the next few years." (14, p. 7)

Dr. Masland might well have mentioned psychology as one of the "other disciplines."

The importance of neurophysiology to psychology is further emphasized in the following statements made by Dr. Paul E. Meehl in his presidential address, entitled "Schizotaxia, Schizotypy, Schizophrenia," before the American Psychological Association in September, 1962:

"..... I believe that an adequate theoretical account will necessitate moving downward in the pyramid of the sciences to invoke explanatory constructs not found in social, psychodynamic, or even learning theory language, but instead at the neurophysiological level." (15, p. 831)

"..... It is my strong personal conviction that such a research strategy will enable psychologists to make a unique contribution in the near future, using psychological techniques to establish that schizophrenia, while its content is learned, is fundamentally a neurological disease of genetic origin." (15, p. 837)

## A TABULAR ANALYSIS OF CURRENT MAJOR EMPHASES IN PSYCHOLOGY

One of the most significant sources to determine contemporary interest is undoubtedly the *Annual Review of Psychology*, published in the United States, which has appeared every year since 1950. The purpose of the review is adequately indicated by its title, and the task set for it has been meticulously and systematically carried out through the years.

Over the first decade of the *Annual Review* there was little variation in the topics covered from year to year. However, a new master plan, initially and partially put into effect in Volume 11 for 1960, "envisages fractionation of all but a few of the 16 to 18 areas which have customarily been treated, with certain chapter topics appearing yearly, others every other year, still others every third or fourth year, and a few only occasionally." (7, p. v) For this reason the later volumes may be expected to show much less similarity in content than has been true in the past.

This diminished commonality of topics has led to the printing of five-year cumulative chapter and author indexes, beginning in 1961. These were preceded, however, by the publication in the 1960 volume of a chapter title index and an index of contributing authors for Volumes 1~11. (Cf. 7, pp. 539~544.)

Table I gives an analysis of the frequency of topics covered in the *Annual Review of Psychology*, based on the cumulative indexes of chapter titles included in the 1961 and 1962 volumes, covering the years 1957~1962. (Cf. 8, pp. 532~533, and 9, pp. 601~602.) The table gives not only the major topics but also their subdivisions, and indicates the year or years in which the particular topics have been covered. A glance at the table indicates that the major topics covered every year, at least in some aspects, include Developmental Psychology, Learning and Motivation, Personality, Psychotherapy, Receptor Processes, Social Psychology, and Statistics; with representation five of the six years to be found in the

**Table I. Analysis of the Frequency of Topics Covered in the *Annual Review of Psychology*, Based on Cumulative Indexes of Chapter Titles Covering the Years 1957~1962\***

Topics (With Subdivisions)	Year Volume	1957	1958	1959	1960	1961	1962
1. Abnormalities of Behavior		×		×	×	×	×
Classification of the Behavior Disorders						×	
Psychological Deficit							×
2. Aesthetics						×	
3. Comparative Psychology		×	×			×	×
Ethology							×
4. Counseling		×	×	×			
5. Developmental Psychology		×	×	×	×	×	×
Psychological Aspects of Aging (Gerontology)					×		
6. Educational Psychology		×	×	×			×
7. Individual Differences		×		×	×		
8. Industrial Psychology		×	×		×	×	×
Consumer Analysis							×
Engineering Psychology			×		×		
Personnel Management							×
Personnel Selection						×	

\*The table combines the Indexes of Chapter Titles found in Vol. 12 (1961) and Vol. 13 (1962).

Topics (With Subdivisions)	Year Volume	1957 8	1958 9	1959 10	1960 11	1961 12	1962 13
9. Learning and Motivation		×	×	×	×	×	×
Learning		×	×	×			
Learning Theory							×
Motivation				×		×	
Motor-Skills Learning						×	
Perceptual Learning					×		
10. Personality		×	×	×	×	×	×
Dynamics					×		×
Structure						×	
Theory and Techniques of Assessment		×	×	×			
11. Physiological Psychology			×	×	×	×	×
Behavior Genetics					×		
Brain Functions						×	
Neurophysiology of Learning							×
Psychopharmacology					×		
12. Problem Solving and Symbolic Processes				×		×	
Concept Formation						×	
Problem Solving and Thinking				×			
13. Psychotherapy		×	×	×	×	×	×
14. Receptor Processes		×	×	×	×	×	×
Chemical Senses						×	
Hearing		×	×	×		×	×
Perception			×				×
Somesthetic Senses		×					×
Vision		×	×	×	×		×
Color					×		
Spatial							×
Visual Sensitivity						×	
15. Social Psychology		×	×	×	×	×	×
Behavioral Decision Theory						×	
Group Dynamics						×	
Mass Communication							×
Psycholinguistics					×		
16. Special Disabilities		×					
17. Statistics		×	×	×	×	×	×
Scaling and Test Theory						×	
18. Psychology in the U. S. S. R.			×	×			×
Recent Developments in Psychology in the U. S. S. R.			×				
Further Developments in Psychology in the U. S. S. R.				×			
Current Status of Psychology in the U. S. S. R.							×

case of Abnormalities of Behavior, Industrial Psychology, and Physiological Psychology. Rarely considered major topics within this period are Aesthetics, Problem Solving and Symbolic Processes, and Special Disabilities. It is noteworthy that three of the volumes include special reports on Psychology in the U. S. S. R.

Among the fields mentioned, one of emerging importance is that of physiological psychology, including various specializations which are developing under it, particularly those having to do with neurophysiology and psychopharmacology. Thus the psychologist is finding his place at the side of the medical specialist in this "war on the widely varying disorders of man's brain—the 'neurological' and 'sensory' disorders—a vast medical frontier which is rapidly becoming one of the most important research areas in the field of medicine and public health." (16, Introduction)

An unusually representative source, geographically speaking, is to be found in the *Proceedings of the Sixteenth International Congress of Psychology*, held in Bonn, Germany, July 31st to August 6th, 1960. Table II provides a list of the twenty-eight themes of the symposia and individual papers presented at the Congress, around which the many sessions of the Congress were organized. (Cf. 12, pp. xi-xv.) Among the themes not specifically covered in the list of topics considered in the *Annual Review of Psychology*, Microgenesis of Perception, Theory and Critique of Projective Tests, Instinct Behavior, Mathematical Models in Psychology, Effects of Affective Deprivation in Children, Problems of the Theory of Expression, the Phenomenological Approach in Psychology, Origin and Development of National Stereotypes in Children, Psychology of Religion, Drugs as Research Tools in Psychology, Clinical Psychology, Behavior under Stress, and Time Perspectives may be mentioned. My own particular interest concerned Theme 17, Psychology of Religion, before which section I presented a paper, entitled "Patterns of Religious Ideas and Personality Traits in Berea College Students." A symposium and individual papers under Theme 17 were presented by speakers from Belgium, Germany, Israel, Italy, Japan, Switzerland, and the United States. (Cf. 12, pp. 631~655.) The official *Proceedings* of the Congress lists 1833 participants (including 1116 effective members, 271 associate members, and 446 students) from 44 countries, ranging alphabetically from Argentina to Vietnam. (Cf. 12, p. 938.)

**Table II. Themes of Symposia and Individual Papers Presented at the Sixteenth International Congress of Psychology**

- |  |  |
|--|--|
| 1. Microgenesis of Perception              | 7. Differential Psychology of Adolescence        |
| 2. Theory and Critique of Projective Tests | 8. Perceptual Learning                           |
| 3. Problems of the Aging Personality       | 9. Mathematical Models in Psychology             |
| 4. Instinct Behavior                       | 10. Effects of Affective Deprivation in Children |
| 5. Scaling Problems in Psychophysics       | 11. Interaction Processes in Small Groups        |
| 6. The Problem of the "Ego" in Motivation  | 12. Problems of the Theory of Expression         |



- |  |   |
|--|---|
| 13. The Phenomenological Approach in Psychology                | 20. Drugs as Research Tools in Psychology |
| 14. Perception and Information Theory                          | 21. Problems of Method                    |
| 15. Problems of Interpersonal Perception                       | 22. Physiological Psychology              |
| 16. Origin and Development of National Stereotypes in Children | 23. Problems of Perception                |
| 17. Psychology of Religion                                     | 24. Clinical Psychology                   |
| 18. Language and Comprehension                                 | 25. Social Psychology                     |
| 19. Personality and Perception                                 | 26. Behavior under Stress                 |
|  | 27. Time Perspectives                     |
|  | 28. Lectures with Demonstrations          |

A third source, available each year, is provided by the programs of the annual conventions of the American Psychological Association, known to its members as the APA. The membership in this organization, including Fellows, Members, and Associates, was officially reported as 20,989 in 1963. (Cf. 1, Title Page.) The APA members may also belong to one or more of some twenty divisions which have been provided to give recognition to the specialized interests of the members. Table III gives the names of the twenty-two divisions listed in the "Call for Papers and Symposia: Seventy-First Annual Convention of the American Psychological Association," which met in Philadelphia August 29~September 4, 1963. (Cf. 3, pp. 941~942.) This list includes two divisions approved by the Council of Representatives during the Seventieth Annual Convention. (Cf. 17, p. 848.)

Since the names of the divisions listed in the table add little to information already given as to the scope of psychology, attention will be called only to six, which point to some professional interests not previously listed: those of the Teaching of Psychology, the Society for the Psychological Study of Social Issues, School Psychologists, Psychologists in Public Service, Military Psychology, and Philosophical Psychology.

**Table III. Divisions of the American Psychological Association\***

- |   |   |
|---|---|
| 1. Division of General Psychology                       | 13. Division of Consulting Psychology                       |
| 2. Division on the Teaching of Psychology               | 14. Division of Industrial Psychology                       |
| 3. Division of Experimental Psychology                  | 15. Division of Educational Psychology                      |
| 5. Division on Evaluation and Measurement               | 16. Division of School Psychologists                        |
| 6. Division of Physiological and Comparative Psychology | 17. Division of Counseling Psychology                       |
| 7. Division on Developmental Psychology                 | 18. Division of Psychologists in Public Service             |
| 8. Division of Personality and Social Psychology        | 19. Division of Military Psychology                         |
| 9. Society for the Psychological Study of Social Issues | 20. Division on Maturity and Old Age                        |
| 10. Division on Esthetics                               | 21. Society of Engineering Psychologists                    |
| 12. Division on Clinical Psychology                     | 22. National Council on Psychological Aspects of Disability |
|   | 23. Division of Consumer Psychology                         |
|   | 24. Division of Philosophical Psychology                    |

\*As listed in the call for papers and symposia for the Seventy-First Annual Convention of the American Psychological Association. It will be noted that Divisions 4 and 11 are no longer listed.

In an effort to determine the concentrations of interest of psychologists in the twenty divisions represented at that time, the program of the 1962 Annual Convention was analyzed. The leading contenders in terms of representation on the program were Experimental Psychology, Personality and Social Psychology, Clinical Psychology, Industrial Psychology, and School Psychologists, all of which had twenty-five or more different programs scheduled under their auspices. (Cf. 2, pp. 400~405 and 412~414.)

## CONCLUSION

### *The Progress of Psychology over a Period of Seventy Years*

In a chapter entitled "Just Yesterday," which concludes Watson's book *The Great Psychologists from Aristotle to Freud*, published in 1963, the author surveys the history of psychology over a period of seventy years, extending from 1892 to 1962, in a graphic account, quoted in part below:

"..... Although by no means the only index of ... leadership, today perhaps more than half the world's 40,000 psychologists are to be found in the United States. From that meeting in 1892 of a handful of psychologists ...the members of the American Psychological Association had grown by 1930 ... to a respectable 1100. In somewhat more than thirty years since then, the number has reached 20,000. With increased numbers has come a tendency toward increased specialization. ....

"Growth in the United States of the number of psychological journals, the chief source for reports of research, has continued vigorously. ... Including the literature from abroad, *The Psychological Abstracts* in 1961 reported on 7,353 individual reports of research and opinion, judged by its editor to be of interest to psychologists. ... To keep up with the literature of the entire field of psychology would require reading twenty-one articles and a book every day." (18, pp. 484~485)

"..... There have been some indications that psychology may soon achieve the hallmark of a mature science, namely, the disappearance of theoretical schisms and national trends which serve to divide rather than to unite a field. The minimization of schools, the greater openness to external influence on the part of psychoanalysis, the greater rigor on the part of the younger European psychologists, and the humanist beginnings in the United States are some of the indicators of this same trend. Today, throughout all psychology there is much greater breadth of agreement upon what constitutes psychology as well as upon a body of accepted techniques, data, and hypotheses. There are, of course, still sharp disagreements among psychologists. Present-day disagreements, however, are on more specific points within a research area. This has the inestimable advantage over the situation formerly prevailing in that there is some chance that the point at issue can be submitted to research test. The present is witnessing a possible merging of these trends into the mainstream of psychology to the mutual strengthening of that goal of history—the future."(18, p. 495)

*A Concluding Perspective*

Probably no better source for an authoritative closing statement as to the current status of psychology could be found than quotations from the Epilogue of Study I: Conceptual and Systematic, comprising the first three volumes of *Psychology: A Study of a Science*, an epoch-making seven-volume work edited by Sigmund Koch and co-sponsored by the National Science Foundation and the American Psychological Association. The importance of the series is indicated by the following quotation taken from the Preface by Dr. Dael Wolfe, Chairman of the Steering Committee of the Policy and Planning Board:

"Certainly psychology has its problems, and they are not easy. Nevertheless, knowledge has grown rapidly in the short history of man's efforts to develop a science of behavior, and the time seems appropriate for a major effort to examine the progress that has been made in attempting to find a way, or ways, to the attainment of the explanatory power that we like to think of as characteristic of science. ... The seven volumes of *Psychology: A Study of a Science* are a response to this need." (19, p. v)

In "A Concluding Perspective," Koch comments as follows:

"..... No one is prepared to retreat one jot from the objectives and disciplines of scientific inquiry, but most are inclined to re-examine reigning stereotypes about the *character* of such objectives and disciplines. .... The more adventurous ranges of our illimitable subject matter, so effectively repressed or bypassed during recent decades, are no longer proscribed.

*"For the first time in its history, psychology seems ready—or almost ready—to assess its goals and instrumentalities with primary reference to its own indigenous problems. It seems ready to think contextually, freely, and creatively about its own refractory subject matter, and to work its way free from a dependence on simplistic theories of correct scientific conduct."* (13, p. 783)

"..... What emerges ..... is a far more open and liberated conception of the task of psychology, the role of its investigators and systematists, than we have enjoyed in recent history. There is refreshing recognition of the role of creativity in all aspects of the scientific enterprise and a willingness to confront the fact that creativity cannot be reduced to rule or scheduled.

\* \* \* \* \*

"..... The trend of philosophical analysis for more than twenty years, and conspicuously for the past ten, has been towards ..... a liberalization which by now must be adjudged immense. ....

"..... But the need for testing, culling, transforming, supplementing, adapting philosophical insights within a context utterly controlled by responsiveness to the indigenous is absolute." (13, pp. 786~787)



## REFERENCES CITED

1. American Psychological Association. *American Psychological Association: 1963 Directory*. (Edited by Elizabeth S. Reed.) Washington, D. C.: American Psychological Association, 1963. Pp. xxxii+1131.
2. American Psychological Association. Program of the Seventieth Annual Convention of the American Psychological Association. *Amer. Psychologist*, 1962, 17, 295~422.
3. American Psychological Association. APA Convention Committee. Call for Papers and Symposia: Seventy-First Annual Convention of the American Psychological Association. *Amer. Psychologist*, 1962, 17, 935~942.
4. Chaplin, J. P., and T. S. Krawiec. *Systems and Theories of Psychology*. New York: Holt, Rinehart & Winston, 1960. Pp. xvii+473.
5. Deese, J. *The Psychology of Learning*. (2nd ed.) New York: McGraw-Hill, 1958. Pp. x+367.
6. Farnsworth, P. R., and Q. McNemar (Eds.) *Annual Review of Psychology*. Vol. 10. Palo Alto, Cal.: Annual Reviews, 1959. Pp. x+520.
7. Farnsworth, P. R., and Q. McNemar (Eds.) *Annual Review of Psychology*. Vol. 11. Palo Alto, Cal.: Annual Reviews, 1960. Pp. x+544.
8. Farnsworth, P. R., Q. McNemar, and O. McNemar (Eds.) *Annual Review of Psychology*. Vol. 12. Palo Alto, Cal.: Annual Reviews, 1961. Pp. x+533.
9. Farnsworth, P. R., Q. McNemar, and O. McNemar (Eds.) *Annual Review of Psychology*. Vol. 13. Palo Alto, Cal.: Annual Reviews, 1962. Pp. x+602.
10. Hall, C. S., and G. Lindzey. *Theories of Personality*. New York: Wiley, 1957. Pp. xi+572.
11. Hilgard, E. R. *Theories of Learning*. (2nd ed.) New York: Appleton-Century-Crofts, 1956. Pp. xii+563.
12. International Union of Scientific Psychology. *Proceedings of the Sixteenth International Congress of Psychology, Bonn—1960*. Amsterdam: *Acta Psychologica*. North Holland Publishing Co., 1962. Pp. xxxii+944.
13. Koch, S. (Ed.) *Psychology: A Study of a Science*. 7 vols. New York: McGraw-Hill, 1959~1963. See esp. Some Trends of Study I: Conceptual and Systematic, Volumes 1, 2, and 3: Epilogue, pp. 727~788, in Volume 3.
14. Masland, R. L. Director's Statement. In *Research Highlights: Neurological and Sensory Disorders, 1960*. (Public Health Service Pub. No. 842.) Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1960. See esp. pp. 1~7.
15. Meehl, P. E. Schizotaxia, Schizotypy, Schizophrenia. *Amer. Psychologist*, 1962, 17, 827~838.
16. National Committee for Research in Neurological Disorders. (Dr. A. B. Baker, Chairman.) *Exploring the Brain of Man in Search of the Prevention and Cure of Neurological and Sensory Disorders*. National Committee for Research in Neurological Disorders, The Medical School, University of Minnesota, Minneapolis 14, Minn. Undated. Pp. 29.
17. Newman, E. B. Proceedings of the Seventieth Annual Business Meeting of the Ameri-

- can Psychological Association, Incorporated: Report of the Recording Secretary. *Amer. Psychologist*, 1962, 17, 843~859.
18. Watson, R. I. *The Great Psychologists from Aristotle to Freud*. Philadelphia: Lipincott, 1963. Pp. xv+572.
19. Wolfe, D. Preface. In S. Koch (Ed.) *Psychology: A Study of a Science*. Vol. 1. *Sensory, Perceptual, and Physiological Formulations*. New York: McGraw-Hill, 1959. See esp. pp. v-vii.
20. Woodworth, R. S. *Contemporary Schools of Psychology*. (Rev. ed.) New York: Ronald Press, 1948. Pp. ix+279.

## 美國現代各心理學派概觀

古 璞

### (I) 各心理學派之現狀

在本世紀初期，人們對於心理學派別之興趣，已經大多為“小規模的系統”所取而代之。而這些小規模的系統並不企圖將整個心理學領域包括在一個單獨的系統或學派中。

### (II) 現代的趨勢

#### ①認識：

在知覺的認識方面，已往着重於分析和還原方面的研究，而現代的趨勢是可能從一些更加複雜的研究步驟或計劃，來探求相互關係，並綜合若干心理學研究方法，同時承認學習經驗的重要性。

#### ②學習：

學習原理正在日趨含蓄籠統，並且對於概念的解釋也日益增強中，神經生理的概念已經很有根據的表現出來，其普遍正如行為論一樣。

#### ③動機：

心理學目前最重要的新方向在研究動機方面，已經脫離了所謂減輕心理緊張和壓力的見解而走向學習環境的分析研究，在這種分析中，承認了從屬動機的重要與力量。

#### ④人格：

在人格理論中，雖有相似點與幅合點，但在對於傾向於發展某種單一性而又廣泛為大眾所接受的理論方面進展極少，對於理論上的成果，最高的答案是必須控制並運用一些良好的，以經驗為主的材料。應以更多的適當理論為研究根據。

#### ⑤神經生理學：

在勝過並征服某些主要的疾病方面有很多新的進展，對於心理病症，很多人已承認是由於神經系統上的化學錯亂所致，甚至於有人預言可以藉着把神經心理水平線向下移動。而心理學家所用以解示此病的概念並非社會的，心理原動力的，或學習理論言語，以及一些由研究而產生的最後證實，雖然其內容已在學者們的研究中，而心理錯亂，在根本上乃是一種神經學上的原始病病症。

### (III) 現代主要着重點分析表

現代主要着重點已由主題的表格再進一步研究，觀察以致證實之。自 1957—1962 心理學年報中，主題

代表十六屆國際心理學會議議事錄中的記載，此會在德國波昂於1960年舉行，四十四國一八三三人出席；還有美國心理學會的廿二個分會名稱，最突出的研究有下列各點：

不正常的變態行爲，實業心理學，學習與動機，人格，生理心理學，心理治療，感覺，方法，社會心理學，和統計，此外尚可加上一些合於國際水準的研究如：兒童感情的剝奪，在壓迫之下的人類行爲，青春期的心理差異，用做研究工具的麻醉藥品，本能行爲，小組交互方法，語言與理解，算術標本，國家兒童定形，知覺力，（幾種小說方面的），稀有的事物，方法問題，老年人的人格問題，理論的表現問題，計劃測驗，宗教心理學，物理心理學和時代遠景等。

#### (IV)結 論

心理學歷史七十多年來顯示出卓越非凡的成長，只美國一國便有兩萬多位心理學家，其他各國合計亦近兩萬人，美國及海外各地學者在1961年所發表的心理學研究報告即超過七千篇。

今天，在組織心理學方面流行着一種更大的同意，並在研究技術，材料，論據與假設等各方面，爲學者們所接受，比以前多年大有進步。

尤有進者，在目前心理學在其本科所研究的各種問題上，似乎已經能適當的，自由的，並且具有創造性的去思想與發掘，並且已經由一種依賴過份簡單的理論之境界衝出來，在心理學分析方面的傾向是朝着一種極大的自由主義前進。同時在心理學方面的一些特殊主題材料，也受着各方面所起的反應之細心的，嚴密的控制。