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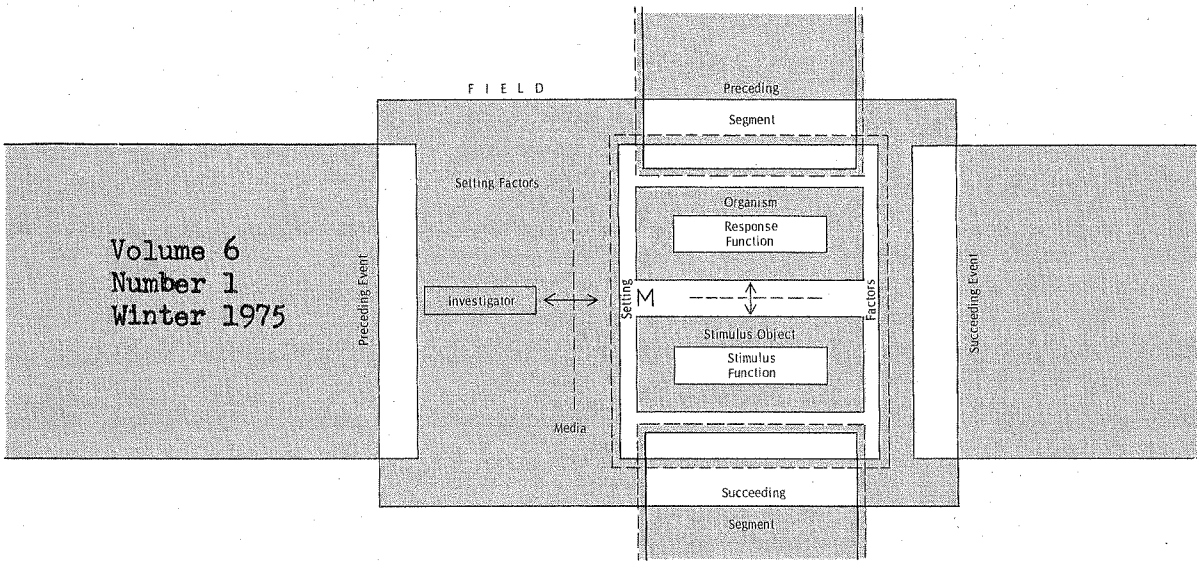

Interbehavioral quarterly

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Interbehavioral psychology: a system of psychology which emphasizes the interaction between the organism and the environment. The subject matter of psychology is the event (perceiving, learning, discriminating, etc.), which is studied in terms of the history of its relations to stimuli and to other events.

J. P. Chaplin: DICTIONARY OF PSYCHOLOGY

Psychology, interbehavioral: The definition of psychology as the study of evolved interaction between organism and the environment. The unit of study is the event consisting of the interbehavior of the organism with other organisms and objects which are existentially and structurally separate. Configurations constituting events are determined by previous interbehaviors.

B. B. Wolman: DICTIONARY OF BEHAVIOR SCIENCES

THE AGORA

In addition to the above definition Wolman has other entries on interbehavioral psychology including one under its older name of "organismic psychology". Unfortunately, Wolman's work is given to errors. Under the entry "vitalism" he gives Kantor as well as McDougall as influenced by it and in his CONTEMPORARY THEORIES AND SYSTEMS IN PSYCHOLOGY he attributes the origin of Kantor's work to Adolf Meyer, associates him closely with Goldstein and Lewin, and avers that he accepts the notion that "mental functions are accompanied by physiological ones". In reviewing the DICTIONARY in Contemporary Psychology, 1974, 19, 660-661, Josef Brozek notes other errors and shortcomings.

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After five years as the Interbehavioral Psychology Newsletter we begin our sixth year as the Interbehavioral Quarterly. We will continue much as before with news and interbehavioral papers, but the possibility of an improved format is being explored for sometime in the future.

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In this issue Paul Mountjoy attempts to clarify his position vis-a-vis Robert Martin in the Fall 1973, 4(4) Newsletter. Lila Goodson compares Watson and Kantor on concepts of emotion. She wrote the paper as an undergraduate at Lynchburg College and is now in graduate studies at University of New Orleans.

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A Rose is a Rose is a Rose

Paul T.Mountjoy
Western Michigan University

It was a pleasure to discover substantive areas of agreement between Martin (1973) and myself (1973) during our recent interchange. However, one area of disagreement remains unsolved; and in my effort to write concisely I became so terse as to lose intelligibility. It is hoped this brief note will help to clarify these issues.

Martin asks: "Why were there only 69% A-grades in Dr. Mountjoy's classes?" In my undergraduate classes over 90% of the students earn the grade of A. I referred in footnote 3 to an official university report which criticized the Department of Psychology for giving the grade of A to 69% of the undergraduates who completed courses in our department. Let us assume for simplicity that grades represent interbehaviors between students and instructors. All behavioral events are fields, i.e., determined by the interaction of numerous factors.

One factor which determines grades is the behavior of the instructor. Some instructors in this department distribute grades according to the bell-shaped normal probability curve (e.g., 10% A, etc.). Another factor which determines grades is the behavior which the student performs. By the time they enter psychology courses, some students have learned that grades can be attained by behaviors other than mastering course content. A carefully designed course contains limited hold contingencies such that by the end of the second or third week a student may have lost sufficient points to preclude earning an A. Born's Manuals (see Mountjoy, 1973) explicate these contingencies. Thus, students who enter a course with well-developed "confidence man" behaviors will end up with less than an A, at least in their first psychology course.

My view regarding the renaming of the historical component in behaviors as expectancy remains unchanged. Others may wish to state that the possession of highly developed "confidence man" behaviors indicate that the individual expects to be reinforced for these behaviors. That is their privilege, but I feel that it violates proper scientific procedures. It seems to be much more in line with the rules of science to remain as close to the data as possible. For example, the student who has lost sufficient points to preclude earning an A during the first few weeks may very well exhibit 100% mastery during the remainder of the course. Such a case would be illustrative of the development of a new and different historical factor, a response function of mastery replacing the response function of being a confidence man. It would be instructive to examine the changing behavior of students as they progress through a series of well-designed courses.

A brief comment on the differences between laboratory research (hypothesis testing) and classroom technology (problem solving) appears to be in order. The classroom teacher who attempts to apply psychological principles to his own teaching has, because of his problem solving orientation (How should a course be designed to produce mastery of course content?) left the arena of

hypothesis testing. Now non-scientific factors become important variables. From a scientific standpoint the question of what factors are responsible for students failing courses is every bit as important as the question of what factors are responsible for students earning an A. Yet, because of cultural considerations we concentrate on the factors which are responsible for students earning an A, and are unable to meet conventional design criteria. The fact is that operant technology is not synonomous with psychological science. Operant technology is the practical application of a type of scientific psychology in a problem solving manner. The fact that a technological application does not meet the standards of a laboratory science is irrelevant to the issue of whether the behavior of college students in the classroom is readily subject to operant technology. The empirical finding is that operant technology does change the behavior of college students. The present state of the art is such that there is still a greal deal of room for improvement. In the not too distant future there will be more improvement.

I hope that Martin and I shall both be able to contribute to the improvement of classroom instruction.

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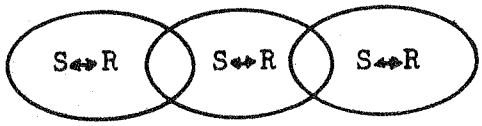

Emotions vs. Emotional Behavior: Comparing Watson and Kantor

Lila Goodson

When the word, or a derivative of the word, emotion is verbalized, various thoughts or ideas are probably experienced depending on the organism's history of responding to these terms as well as the setting factors. The definitions and explanations of emotions as given by J. B. Watson and J. R. Kantor are to be compared and contrasted.

For Watson, human action is divided into two parts: the acquired modes of responses and the hereditary modes of responses. Emotions along with instincts are paired together in the latter group. He reports that the human undergoes a process of organization whereby the hereditary and acquired reaction modes separate to a certain extent, but never completely.

An emotion for Watson is "a hereditary pattern reaction" involving profound changes of the bodily mechanism as a whole, but particularly of the visceral and glandular systems. In referring to pattern-reaction he gives the example of a sooty-tern feigning death in reaction to a human intruder, but running away and giving an instinctive cry when the chance for escape arises. Watson differentiates emotions and instincts with respect to the adjustments of the organism. If the adjustments are internal and confined to the subject's body, emotion occurs; if the organism as a whole makes adjustments to external objects, instinct has occurred. This is clearly an example of organocentric ideology in which stimuli are assumed to elicit reactions from within the organism.

Watson's almost exclusive use of children as subjects was a deliberate move because he felt that not enough work had been done in this area. He grouped emotional reactions into the categories of fear, rage, and love, at the same time warning students not to find anything in these words that was not statable in terms of situation and response. He named four principal situations as producing fear: loss of support, loud sounds, an abrupt interruption as sleep is overtaking the organism, and pulling a blanket out from under the subject who is falling asleep. The observed reactions are catching the breath, the grasping reflex, closing of the eye lids, puckering the lips, then crying. The common belief that children are instinctively afraid of the dark was shown not to be true according to his evidence. Incidentally, Watson stipulates without reference or experimental support that children reared in the South exhibit fear of the dark far more than others. Rage is said to occur as a result of "hampering of the infant's movements." The exhibited behaviors are crying, screaming, slashing movements with the arms and hands, drawing up and down with the feet and legs, and flushing of the face as a result of breath-holding. Love involves smiling, cooing, gurgling, etc. as a result of stroking or manipulation of the erogenous zones by tickling, shaking, patting, or gentle rocking. The Freudian emphasis in relation to this emotion is minimal.

Different kinds of infrahuman organisms were exposed to the infants in order to see if generalized emotional reactions could be obtained. Relatively

little fear was observed in the infants even after contact with such organisms as rabbits, pigeons, cats, dogs, white rats, as well as observation of a fire in a nearby bucket.

In the attempt to detect emotional responses, Watson considered the implicit portions to be more important than the explicit portions. He listed two methods of detection: 1) free type, where "significant" words are randomly interjected with neutral words, and 2) continuous type where a subject is given a key word from an emotional situation and told to freely relate to it. This method is used to detect blockage as related to dreams which Watson considered to be good indicators of one's personality, stresses, strains, and general emotional life.

Watson's famous conditioned emotional reaction study with little Albert was an example of the eliciting properties which can be taken on by the habit influences to "call out" emotional responses. The phenomenon of transferred conditioned emotional reactions was exhibited when Albert made fear responses to objects similar in texture to the white rat. A control procedure was used in which the infant was given blocks to interact with between stimulus presentations.

In dealing with emotional outlets, Watson describes diffusion which is equivalent to the concept of displacement. He viewed it as a threat to society, but rationalized the occurrences as resulting in relaxation. Attitudes are considered to be a consolidation of emotions, instincts, and habits. Examples such as "tenderness," "shyness," "shame," "jealousy," "hate," "embarrassment," "suspicion," "anxiety," etc. are said to represent combinations of the three reaction modes.

Physiological factors are considered to be strong components in the expression of emotions. Secretions from duct glands are reduced with contraction of smooth muscles occurring in reaction to emotionally exciting stimuli. The effect on the ductless glands is increased production of adrenalin resulting in glycosuria. This condition is caused by excess sugar passing into the urine. In addition, the pulse accelerates and dilation of the pupils occurs. The post emotional state may leave the organism either poorly adjusted or better adjusted, depending on the situational factors.

Watson summarizes his discussion of emotion by saying that emotions must be recognized as part of human life rather than being discarded or overlooked. He suggests that further investigation into the control and manipulation of human behavior in relation to emotions should reveal more knowledge about the area. The faults as well as good points of Watson's theory will be openly discussed after a challenging alternative system is presented.

Emotional behavior for Kantor "consists essentially of interruptive forms of action stimulated by rapidly changing circumstances and in all cases involves various slight or intense general organic and visceral processes." He considers emotional conduct to be a momentary condition of "no response" with this cessation of activity differentiating emotional behavior from affective or feeling behavior. Bringing in the aspects of Kantor's field theory, one might say that the emotional conduct is a failure to adjust based on past reactions and the environment. By breaking emotional behavior

segments, specific characteristics can be examined such as the absence of the consummatory or final responses which are blocked by the occurring behavior. Unless these consummatory responses occur in the proper sequence, the behavior pattern will be disorderly. It is this lack of order which characterizes the emotional conduct and provides the only observable parsimonious method of detection. Kantor supports this view with various observations: the failure of psychologists to classify emotional acts, the inability of the observer to detect which type of emotion the person under investigation is experiencing, the blunder of replacing emotions with reflexes which are not equivalent in detection of emotional behavior, and in crediting infrahuman organisms with human qualities in relation to emotions.

In order to more thoroughly investigate the various types and degrees of emotional conduct, Kantor systematically anlyzed the emotional behavior into four segments. These separate sequences are: Pre-Emotional Behavior Segements, Emotional Behavior Segements Proper, First-Proximate Post-Emotional Behavior Segements, and Second-Proximate Post Emotional Behavior Segments. The Pre-Emotional Behavior Segment consists of whatever situation sets the occasion for the emotional segment. It, therefore, involves the setting factors and movements of the subject and stimulus object preparing to interact. The Emotional Behavior Segment Proper is characterized by the absence of the final reaction system and the presence of visceral and general organic functioning which operates in the absence of the consummatory response. The emotional act involves a disintergration process of the response pattern along with inhibition and suppression of any overt adjustments to the situation. An emotion is, therefore, a negative form of behavior even though it may precede an adjustment. The biological functions are also taken into account including such factors as disturbances of digestive secretions and respiration, contraction of blood vessels, acceleration or retardation of the heart beat, and induction of various secretions. The First Proximate Post-Emotional Behavior Segment is considered to be directly conditioned by the surrounding stimulating circumstances of the moment. The type of response is dependent upon the stimulating situation which initiated the emotional act. With primary emotion, the acts are most likely to be large, overt responses which involve the skeletal muscles as in the case of running or jumping. The secondary or social emotional situation involves a gradual transitional from a confused state back to equilibrium. The Second Proximate Post-Emotional Behavior Segment sometimes carries over to a subsequent behavior segment. It's considered a very transitional stage bridging the gap between isolated sequences of behavior.

Kantor feels it is necessary to distinguish emotional behavior from non-emotional feeling behavior which have been mistakenly paired together in the past. Feelings do not meet the criterion of the presence or absence of an organized response system and are, therefore, not classified as emotional behavior. He especially wishes to separate emotions from passions which operate continuously in some form constituting an autonomous system. Unlike Watson, Kantor places love and hate under the category of passions which can be brought about by substitute stimuli as well as by stimulating objects such as other organisms. Sentiments are also distinguished from emotions, being "prescriptive and limiting types of activity developed under the influence of social approval." Sentiments are considered to be directed responses resulting in some complex social behavior examples of which are

modesty, cleanliness, and charitableness. Sentiments have a broader range of exciting stimuli, while passions are more closely linked with the surrounding environment.

Kantor finds the utilitarian theory of emotions to be an invalid one. He deals with this on the organic level, finding no utilitarian value in biological functions. The participation of all parts of the organism in bringing about responses is what matters. In classifying emotional behaviors, Kantor feels that there is only one type of emotional act. By finding the specific circumstances under which an organism responds, more information can be obtained about the process of human reaction. He singles out the errors of giving excess meaning to a name which is similar to a symbol. Because all reactions depend on the characteristics of the individual and the surrounding conditions, an investigation of the conditions is considered necessary.

The distinction between emotions and expressions is made on the assumption that there is no room in Kantor's analysis for the "expression of an emotion." He claims that the doctrine of emotional expression is based onthe dichotomy that divides emotions into an inner state of emotions themselves and an outer expression of them. In dealing with emotions in infants and infrahuman organisms he considers the social experience of adult humans to be an important factor in emotional behavior. The continuity theory begun by Darwin is as much in error as the doctrines initiated by the non-continuity theorists. Kantor resolves the two opposing views with his field approach which concentrates on the circumstances which are appropriate for responses to be made by each organism.

While both Watson and Kantor were writingin the same decade, one can see from the two view points given, that Watson still clung to the traditional theories of psychology. Even though Watson was considered a radical, Kantor was the true revolutionary, the difference being in the size of the audiences. While introducing Behaviorism as a new school with emphasis on the environmental effects on behavior, Watson did not shed such archaic ideas as the nature-nurture conflict. Watson's organocentric ideology was also fully apparent, as was his reductionistic attitude towards isolated organs of the body.

Kantor brings in a field approach to deal with the problems left by Watson and others. With his emphasis on the environment containing setting factors and media of contact, as well as the stimulating object which excites rather than elicits responses in the organism based on the past history, any aspect of behavior can be dealt with objectively.

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