

# CONTENTS

## THE ORGANISM-ENVIRONMENT-SUBJECT FRAME OF REFERENCE

PART I  
page 1

1. DIMENSIONS OF SOCIAL PSYCHOLOGY 3  
Definition; agreement among authors concerning general area of study; neglect of relationships with nonhuman objects; unit of analysis is act, episode, or situation, not individual; development of social psychology; factors; lessened isolation of social psychologists from each other; trends toward interactionist approach.
2. THE INTERACTIONIST FRAME OF REFERENCE 16  
The need for an interactionist approach; three categories of variables: (1) biological heritage; (2) behavioral environment in its geographical, social, and cultural aspects; (3) the acquired personal variables and attributes; variables meaningless in isolation. The analogy of the theater.
3. BIOLOGICAL FOUNDATIONS OF PERSONALITY 29  
Man's inherited structure and his place in the animal kingdom; behavioral genetics; structure and function; biological motivation in social behavior; primary or biogenic drives; the neurological system: receptors and effectors; the central nervous system: human brain and motivation; abstraction and symbolization; structure of intelligence; the autonomic nervous system: emotion as motivation, as "great equalizer"; biological characteristics culturally evaluated—race and somatotypes.
4. BEHAVIORAL ENVIRONMENT 89  
Onstage and backstage; the script—norms and sanctions, American ethos; the actors and the audience—significant or

affective other, groups as environment; universal and voluntary social groups; institutional groups; primary, secondary, and tertiary groups; groups as ends in themselves; proximity and group formation; cultural groups in the U.S.; three contrasting environments: primitive rural, lower class urban, and middle class suburban.

**5. SOCIAL PROCESSES: I. LEARNING AND SOCIAL PSYCHOLOGY** 141

Futility of heredity-environment nature of learning controversy; conditioned response; two-phase learning theory; operant conditioning; attitude learning; cognitive or intellectual learning; knowledge as a function of both sense and reason; personal-social and cultural learning.

**6. SOCIAL PROCESSES: II. COMMUNICATION AND PROCESSES OF ADJUSTMENT** 172

The significant symbol; language and culture; Sapir-Whorf hypothesis; role taking and self-perception; role playing; the solipsistic argument; processes of adjustment: socialization, enculturation; subordinate processes of adjustment: accommodation, compensation, identification, projection, rationalization, repression, and sublimation.

**7. ACQUIRED PERSONAL ATTRIBUTES** 221

Attitudes: prejudice and bias; guilt and shame; conscience; pleasure-pain principle; sociogenic motives; the "four wishes"; cognitive factors: belief, concepts, perceptions, and motives; habit; will—is it free?; which motive is strongest?; religious attitude.

**PERSONALITY, PERSONALITY TYPES, AND ATYPICAL INTERACTION** PART II  
page 267

**8. PERSONALITY** 271

Definition of personality; personality and social structure—location, position, status; social organization, personal social learning, and role behavior; culture and personality; the self; ego and self; frustration and aggression; somatotypes and personality; deprivation and personality; personality integration and personality conflict; three types of personality conflicts; multiple personality.

- 9. PERSONALITY TYPES: I. ROLE BEHAVIOR TYPES** 328
- Role behavior types: introverted-extraverted; inner-directed and other-directed; Thomas' and Znaniecki's social types; the homosexual.
- 10. PERSONALITY TYPES: II. POSITION OR STATUS TYPES, STEREOTYPES, AND RESULTANT ROLE TYPES** 356
- The vicious circle and personality; prejudices and discrimination of dominant group; prejudice—sources of; discrimination as environmental influence; restricted social and economic life chances; reduced communication between majority and disadvantaged minority; Negro personality types; Jewish personality types; social stratification and personality types.
- 11. PERSONALITY IN RIOTS, MOBS, AND PANICS** 421
- Illustrations of riots, mob action, and panic group actions; social psychology of crowd and mob behavior: biological heritage—environment—acquired personal attributes; abstract and concrete crowds.
- SOCIAL PSYCHOLOGY OF AGE GROUPS** PART **III**  
page 441
- 12. INFANCY AND PRESCHOOL YEARS** 445
- Interactive behavior in early months; fashions and fads in infant training practices; cross cultural comparisons of child training practices; biological maturation; socialization and enculturation—parent-child relationship; role learning in infancy; critical stages of learning; sibling relationship; development of selfhood and personality in the infant and preschool child; language and the self.
- 13. CHILDHOOD** 488
- Physiological development; relationship of physical features and self concept; child development and the cultural processes: role learning experiences; neighborhood and school relationships; character development and curriculum content; influence of the class structure on learning experiences; personality development in childhood.

<b>14.</b>	ADOLESCENCE	522
	Physiological development; peer group culture; family culture patterns and adolescent behavior; family class position and role behavior; achievement of social maturity; adolescence and religion; adolescence and education; social expectations and the sex role; planning a career; personality development in adolescent years.	
<b>15.</b>	ADULTHOOD	564
	Adulthood and physiological changes; biological heritage and the job; mental aptitudes; physique; health and physical handicaps; appearance; social psychological maturity; maturity and change; cultural definition of maturity; myth and maturity; chronological age and maturity; achievement of adult status through direct experience; successful marital adjustment as a product of appropriate preparatory experiences; familial status relationship; affectional role in marriage; role of the celibate; adult positions and job satisfaction; work and role expectations; personality development in the middle ages.	
<b>16.</b>	OLD AGE	613
	Physiological old age; old age in cultural perspective; urbanization-industrialization; present and future age structure; age of retirement; cultural provisions for the aged; low prestige of the aged; personality and old age; sociogenic needs and old age; religion and old age.	
<b>APPENDIX</b>		<b>PART IV</b>
		<i>page</i> 643
	SOCIAL PSYCHOLOGY AND AXIOLOGY	645
	INDEX OF NAMES	659
	INDEX OF SUBJECTS	669

# ILLUSTRATIONS

1. Interactionist frame of reference	18
2. Frame of reference, Category I	28
3. Possible innate-learned relationships between motives and solutions	47
4. Diagrammatic representation of ability and achievement	65
5. Representative Somatotypes	81
6. "Norma," the average American girl	82
7. "Norman," the average American male	83
8. Frame of reference, Category II	88
9. Cultural heritage versus Biological heritage	96
10. Influence of significant other	106
11. Population distribution in U.S.—community size	123
12. Distribution of U.S. population—religious groups	124
13. Distribution of U.S. employed population—income	125
14. Years of school completed—U.S. population over 25	127
15. Occupational distribution of employed U.S. population	128
16. Marital status of selected age groups, U.S. (1963)	131
17. Frame of reference, Category III	140
18. Diagrammatic representation of classical conditioning	146
19. Diagrammatic representation of conditioning—Mowrer	148
20. Operant "Conditioning"	151
21. Frame of reference, Category IV	220
22. Frame of reference, all Categories interacting	270
23. Nonintegrated personality	275
24. Frustration—aggression and interactionist framework	300
25. Nonintegrated personality's affective-other	318
26. Integrated personality's affective-other	320
27. Divergencies as bases for personality types	330
28. Too inner directed	334
29. Vicious circle of prejudice and discrimination	358
30. Ethnocentrism—an international commodity	372
31. U.S. income according to racial groups (1960)	378
32. Fads in child care	447
33. Dependence upon learned and unlearned behavior	452
34. Gua and Donald	454
35. Differential rates of growth for parts of body	489

36. Contrast in physical maturation	530
37. Must you slow down after 35?	569
38. An example of personality projection in drawing the human figure	577
39. Twentieth century increase in percentage of older Americans	622
40. Life expectancy in the U.S.	623

# TABLES

I	Biological Positions Which Man Shares with Other Animals	31
II	Characteristics of the Three Major Racial Groups	75-76
III	Group Ways or Culture Forms	94
IV	Non-White Population of U.S.	129
V	Differential Association and Racial Attitudes	156
VI	Variation in Conformance to Group Pressure	197
VII	Differential Perception at a Football Game	209
VIII	Attitudinal Differences in Educated Women	286
IX	Male and Female Dissatisfaction with Physique	295
X	Masculine Component and Personality Trait Grouping	337
XI	White Stereotypes of the Negro	362
XII	Stereotypes of Jewish People	364
XIII	High School Students' Stereotypes	375
XIV	Lynching by State and Race	432
XV	Lynchings in the U.S., 1882-1962	434
XVI	Methods of Child Training	446
XVII	Increase in Potential Relationship with an Increase in Group Size	501
XVIII	Adult Judgments of Social Maturity of Girls of the Same Age	529
XIX	Comparison of Student Physiques in Two University Curricula	573
XX	Social Psychological and Sociological Aspects of Maturity	578-81
XXI	Percentage of Women Unmarried at End of Reproductive Span	593