

THE INTERBEHAVIORIST

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QUOTATION

Tragic events are occurrences in pristine nature and in human circumstances that are occasionally mild but usually intense, momentous, excessive, and frequently pregnant with grave consequences. Owing to the accident that the name of tragic events is historically coupled with literary sources, the continuity of events has been occluded and therefore unrecognized.

The precise hypothesis adopted in this essay is that tragedy comprises situations in which significant potentialities that have been developed are destroyed or lost in the process of event changes, instead of attaining a complete actuality.

J. R. Kantor (1983, p. 37). Tragedy and the Event Continuum. Chicago: Principia Press.

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A Quarterly Newsletter of
Interbehavioral Psychology

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The Interbehaviorist is a quarterly publication of news, discussion, and articles pertaining to interbehavioral psychology -- a natural science of psychology from a contextualistic, integrated-field perspective. The Interbehaviorist serves as a newsletter committed to professional communication that falls between informal letters and colloquia, and formal archival publication. As such, the newsletter supplements contemporary journals in the behavioral sciences dedicated to basic and applied research and to the history and philosophy of the behavioral sciences. The newsletter actively encourages reader submission of articles, book reviews, commentaries on publications of interest, observations on current practices and trends in the behavioral sciences, convention and conference notes, bibliographies (annotated or not), and news of interest about the professional activities of interbehaviorists.

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Contributions should be submitted to the editor in triplicate and should conform to the style described in the publication manual of the American Psychological Association (3rd ed., 1983). Submitted articles will undergo a regular review process through the members of the editorial board. For other submissions, the editor reserves the right to make minor editorial and stylistic changes.

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The support of the faculty and staff of the Department of Human Development at the University of Kansas is gratefully acknowledged.

NOTES FROM THE FIELD

The material reproduced below was contributed by Marion White McPherson (University of Akron). It is the citation written for the Doctor of Letters Award given to Professor Kantor on June 14, 1970 by the University of Akron. The content of the citation seems apropos to this issue of the newsletter.

"The author of numerous books, and the founder of the widely respected journal, The Psychological Record, JACOB ROBERT KANTOR, Professor Emeritus of Indiana University, has been active for five decades.

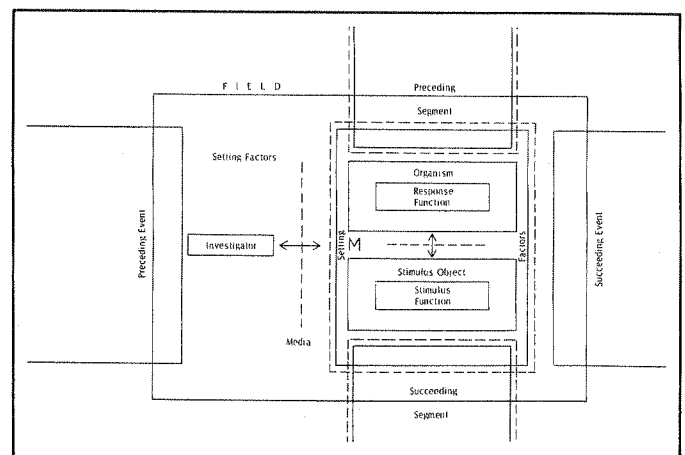
Structural psychologists, in ascendance when he began his work, saw the advent of Watsonian Behaviorism and soon thereafter the emergence of Gestalt psychology. Both without and within the academy, questions were repeatedly asked, "What is psychology about?", "What is its major concern?", and -- in all candor -- "How can psychology become a science?"

Winds of doctrine blew heavily from all directions. Professor Kantor withstood the gales and maintained a victorious immunity to the mandates of tradition, ever seeking to match the label "scientific" to the fact of scientific psychology. His endeavors have promoted man's directorship of man.

Hence, it is fitting to honor this Nestor among psychologists

JACOB ROBERT KANTOR

a personage of impressive academic accomplishments whose seminal ideas may well yield the richest harvests in the years ahead."



THE AGORA

Jacob Robert Kantor (August 18, 1888 to February 2, 1984) has died. This issue of The Interbehaviorist is one we hoped we would never have to publish, but your responses to our call for commentaries eased the burden considerably. We know that you had difficulty in limiting your comments to one hundred words -- far too few to express the influence Professor Kantor has had and will have on our lives and on the field of psychology. That limit, though, had to be imposed for practical reasons. We appreciated your consideration in this regard. Some contributors expressed an interest in writing longer pieces for the newsletter. We would be pleased to publish more substantive articles on Professor Kantor's contributions, though would like to avoid a drawn out series of personal memoirs.

We were pleased that so many readers submitted contributions and appreciated, also, the many calls and notes from those of you who felt too new to interbehavioral psychology to contribute at this time. We would also like to thank Donna Cone for submitting the e. e. cummings poem reproduced at the end of the newsletter, and Marion White McPherson for sending us a copy of the citation written for Professor Kantor's 1970 Doctor of Letters Award from the University of Akron (see "Notes from the Field").

Finally, before turning to the submitted commentaries, we would like to contribute a few words of our own about Professor Kantor.

* * *

Professor Kantor's death is felt acutely and deeply. But, what have we lost, what more might we lose, and what can we do about that? In one sense, we lost Professor Kantor, the man. He was real and material; he occupied space and time in our world. It seems somehow incomprehensible that this vital and physical person can simply have disappeared -- never, never to return. Lamenting over this biological event, however, is too materialistic of us, as Professor Kantor would have chastized.

What we have lost is more than Professor Kantor, the man. We have lost a long-lived and established pattern in our lives and an interbehavioral event of

extraordinary potential. Our interbehavioral fields have been disrupted. We lost the man who educated us, who corresponded with us, and who wrote for us and for many others. We can, of course, try to attach ourselves to substitutes for these patterns, or to our libraries of Professor Kantor's books. But material substitutes cannot reestablish the patterns of our interbehavioral fields.

Professor Kantor's interbehavioral potential, though, need not be lost. That potential remains with all of us whose lives he touched. We interact with our worlds more wisely for having known Professor Kantor. In that sense, his potential remains with us. But for how long? A greater and worse tragedy than Professor Kantor's death would be to lose the potential that was his and that he has bestowed upon us. Professor Kantor's potential, however, can be maintained through us in our continued dedication to a natural science of psychology. In that way, he remains with us.

We have chosen not to write an obituary in the newsletter because that would have focused on the biological event and our material loss. Moreover, in looking back through a formal review of his career, we might overlook Professor Kantor's continued potential as an interbehavioral event, and hence truly lose the man. In looking forward to establishing a natural science of psychology, however, we can find Professor Kantor in our lives for ever.

* * *

Let us close The Agora with some forward-looking news affirming the vitality of interbehavioral psychology.

Harry Mahan (Project Socrates) has been most kind and generous to us in two ways. First, he has donated the remaining copies of The Interactional Psychology of J. R. Kantor: An Introduction (Mahan, 1968) to The Interbehaviorist for our resale so that we can finance the newsletter through the rest of the present volume. The book contains a full page photograph of Professor Kantor which might be of interest to subscribers. We will describe the book in more detail in the next issue of the newsletter. In the meantime,

copies are available from us for \$5.00 (\$6.00 foreign) (postpaid). Second, Professor Mahan has proposed that we establish a Kantor Memorial Fund for the future subsidy of the newsletter. We think this is a most practical suggestion; there is much we would like to do to enhance the status and contribution of The Interbehaviorist to the field of psychology that we cannot do now for lack of funds. Professor Mahan has generously agreed to back up his proposal with a \$100 donation to establish the fund (Doug Ruben had previously made a monetary contribution to the newsletter that we now want to acknowledge). We hope that other subscribers and readers will make similar contributions as befits their financial status. These contributions should be made out to the Kantor Memorial Fund (Edward K. Morris, Treasurer). There should be little question about the tax-exempt status of this fund, but we will look into establishing an interbehavioral organization that would assure this, though this may take a little time. If other Kantor-related funds are established elsewhere, we would be most amenable to combining resources to better effect changes in the field. We are not very territorial.

Another note of interbehavioral vitality comes from the Association for Behavior Analysis (ABA). The Tenth Annual ABA convention will be held May 28-31 in Nashville, Tennessee, at the Opryland Hotel. Those wishing information about the convention should write to ABA, Department of Psychology, Western Michigan University, Kalamazoo, Michigan (616-383-1629). In an informal perusal of the convention program, we noted that about thirty of the newsletter's subscribers will be presenting papers at ABA this year. We will provide a list of presenters and titles in the next issue of the newsletter, which should be published in early July.

Several subscribers have inquired as to whether any formal gathering of interbehaviorists would be held at the convention. Regrettably, a special meeting form was submitted for that purpose, but the meeting could not be scheduled. The Interbehaviorist, however, will have an information poster set up during its co-sponsorship of several social hours on the evenings of May 28-30 from 9:00-12:00. This would be an

excellent opportunity for us to meet, at least informally. Moreover, the staff of The Interbehaviorist could use some volunteers at these times to speak with interested convention attendees, so please drop by.

In other ABA-related news, Richard S. Amado (2008 Villard Avenue, St. Paul, Minnesota 55116; 612-689-2492) has been preparing materials for establishing an Interbehavioral Psychology Special Interest Group (SIG) at ABA. He asked that those interested in developing the SIG contact him. This issue should be discussed before proceeding further. The upcoming ABA meetings will provide an excellent opportunity to do this.

Our last announcement is relevant to our earlier comments about maintaining the vitality of interbehavioral psychology. Principia Press (5743 Kimbark Avenue, Chicago, Illinois 60637) is pleased to announce the publication of a collection of Professor Kantor's writings -- Selected Writings in Philosophy, Psychology, and Other Sciences (1929-1983). This text contains articles written by Professor Kantor between 1929 and 1983. Specifically, it reprints three book chapters, twelve articles from Revista Mexicana, eleven articles from The Psychological Record, and one article from the Journal of The Experimental Analysis of Behavior. Price: \$20.00 (postpaid). In related news, Principia Press will be reprinting additional copies of both volumes of The Scientific Evolution of Psychology (Kantor, 1963, 1969) and The Science of Psychology: An Interbehavioral Survey (Kantor & Smith, 1975). These will be available by the end of July.

* * *

COMMENTARIES

Reading J. R. Kantor's works introduced me to interbehavioral philosophy, but it was not until I met Professor Kantor at his home in Chicago that I began to understand how thoroughly the man believed in interbehaviorism. I left that encounter believing with complete certainty he had never waivered in his commitment to science, or questioned his own position on scientific psychology, regardless of the reactions he provoked from his social community. Professor Kantor has taught me the lesson I believe to be the most valuable in my life: Scientific behavior must be kept within the interbehavioral continuum and protected from the influences of ideological institutions.

Richard S. Amado

* * *

The first psychology that I ever learned was psychophysics; I saw that there could be a science of human behavior. (Previously, I had studied social science, which convinced me that the term was an oxymoron.) I turned to the study of psychology, and found all its parts that are not psychophysics and not the experimental analysis of behavior. I was about to turn back to physics, because psychophysics seemed nearly complete and the rest of psychology was social science, when I was introduced briefly to Skinner's writings (a deliberate display by that graduate training program of its intense liberalism). I stayed to study the experimental analysis of behavior. Later, Sid Bijou asked me to read Kantor. At first, I thought that Kantor's system was a criticism of the experimental analysis of behavior. But more reading showed that it was not -- it was the context for the experimental analysis of behavior. Interbehaviorism shows that the principles of the experimental analysis of behavior are not the generalities of a science of behavior, but its special cases. True, they are its most general special cases, and for me greatly preferable to the vastly general noncases of social science. But even so, they are precisely correct only in certain contexts, and must be not abandoned but rather stated differently for other contexts. Kantor shows us that

we could do that, and that if we did, we probably would find that the context-relevant results can be stated generally, if only they all are built on empirical, experimentally analyzed observation. Thank you, Jacob. An earlier Jacob's children built a nation out of 12 tribes; your children will unite many tribes into a paradigm.

Donald M. Baer

* * *

Some years ago, the first time I entered the office of Emilio Ribes at the National Autonomous University of Mexico (U.N.A.M.), I was surprised to discover that it was dominated by a photograph of an old man who seemed to look down on the visitor with an affable and ironic expression (half a Russian anarchist and half a Frank Capra angel). "Who is it?" I asked him. "It is Kantor." Although I never got to know him personally, I soon learned to appreciate his human qualities and his writings.

For me, Kantor has not died. He will never die. As with Russell, Piaget, or John XXIII, he is timeless. In Spanish speaking countries he continues to live through the work of Emilio Ribes, Francisco Lopez Valadez, Josep Roca, Joan Riera and many others. The story of Kantor is a legend, even an old ballad perhaps -- that of a good man, free and honest, who was not concerned with honors and in his life did what he felt ought to be done. Fortunately for psychologists, he did it in depth, and well.

Ramon Bayes

* * *

I found in my association with J. R. Kantor, which dates back to 1964 at Indiana University, a warm and lasting friendship and a constant source of inspiration. This man's prolific writings since 1917 have helped me, among other things, to reconstruct my postulation orientation, and to formulate a theory of normal and retarded development. His recent publications have helped me, furthermore, to appreciate how affective, effective, cognitive, and language

interactions can be satisfactorily analyzed within a natural science framework. Kantor's language analysis has also served particularly to clarify the difference between psycholinguistics and authentic psychological language, and has encouraged me to launch a research program on the language behavior of normal and retarded children.

Sidney W. Bijou

* * *

What impressed me at my first, accidental contact with the work of Kantor, whilst still an undergraduate, was his anti-reductionism and his naturalism. But, perhaps, more than these two aspects, was his attempt at constructing a comprehensive science of human psychology on a unified theoretical foundation. Other approaches I encountered were either partial and unconcerned with systemization, or hopelessly dualistic. Kantor's influence has endured and has been important in my attempts at using operant concepts to experimentally analyse naturally occurring human behaviour, instead of the usual interpretation and behaviour technology which, unfortunately, still dominate.

Edward Blewitt

* * *

For many years, I wrestled with "the problems" of traditional psychology, often accepting rather than questioning its putative "transcendental verities" -- seeking answers to dualistic questions which should never have been asked. It was Kantor who clarified for me that, by basing investigations upon metaphysical presuppositions, science is inevitably led into a world of blind alleys and conundrums. For this clarification, I am deeply grateful. Kantor's thorough-going treatment of psychology as a natural science is his legacy and our mandate.

Donald A. Blomquist

* * *

In the summer of 1938 Professor Kantor was Visiting Professor at Ohio State University. We graduate students found great challenge and food for thought as he

mercilessly ferretted out the "ghosts" concealed in our views and explanations of human behavior. I received an extra dividend because he was there without his family, so there were many opportunities for us to have dinner together.

While I was to depart from his shunning all inferred variables, his insistence on grounding psychology on down-to-earth interactional observation and conceptualization has always remained a part of my theory, research, and practice in counseling and psychotherapy. About ten years ago, at the APA Convention, I had the satisfaction of testing my ideas in a long conversation with him. While he did not give up his preference, he did admit that there was something to be said for the use of constructs as long as they were anchored to interactional (of course, he would have said interbehavioral) observations. Incidentally, it may be a commentary on APA conventions that as we parted he commented, "I had been thinking that APA conventions such as this one had nothing to offer me. But this conversation gives me new interest in attending." I was sad because I felt that psychology was not taking advantage of this ever-expanding keen mind.

Edward S. Bordin

* * *

Some two decades ago, Professor Kantor spent a year as Visiting Professor at the University of Maryland in College Park, Maryland, where I held a part-time teaching appointment while maintaining my primary research activities at the Walter Reed Research Institute in Washington, D. C. I had long been an avid devotee of Professor Kantor's writings, and it was a rare privilege to interact personally with this remarkable scholar over that rather extended interval. I was in the "emotion" research and "theorizing" (you should excuse the expression!) period of my scientific and professional career at the time, and the results of many long and involved discussions with Professor Kantor are clearly reflected in my subsequent attempts to operationalize the concepts and definitions which we agonized about in those now-precious interactions. There can be no question but that whatever clarity I was able to achieve in coming to grips with the problems of "feelings" and "emotional behavior" in organizing and

reporting the results of my laboratory studies in this complex interbehavioral domain was largely attributable to the influence of Professor Kantor.

Joseph V. Brady

* * *

Robert was an egalitarian, a consummate naturalist, and a lover of the arts. Once he took my 5-year-old daughter, whom he called "my little friend," to see the Kuo windows my comparative class had made in developing chick embryos. She credits him with her desire to be a psychologist. I met Robert when I was 34 and he was 84. With him, I attended concerts and toured museums and zoos. His thinking made sense of my world in which naive behaviorism clashed with traditional physiology. Since he died, the winter has been just a little colder.

Donna M. Cone

* * *

Professor Kantor's writings not only set high standards of self-critical evaluation and scholarship for observers of behavior, but they also, for me, provide a guide to what is worth noticing in psychology. His works make available the tools required for the task described long ago by the Scottish psychologist Alexander Bain as "the minute anatomy of human life." And they are tools which make Bain's metaphor no longer necessary.

David Cornwell

* * *

But a small sampling of the contributions to my work made by Professor Kantor is specified in the following: cultural tradition is insidiously related to behavioral science; the two-cycles historical analysis of the scientific evolution of psychology; an integrated-field approach to human interbehavior is possible; responses can serve as legitimate "independent variables;" behaviorism is simply the science of psychological behavior; evolutionary, field analyses provide the sort of enlightenment only sought in reductionistic analyses; The distinction between events and

constructs; The key to therapeutic change is the alteration of interbehavioral fields; and descriptive functional analyses are the proper alternative to inferential (or indicator) analyses.

Dennis J. Delprato

* * *

I came to J. R. Kantor afire with tales of the unraveling of complex, novel behavior in the laboratory. Like most researchers in the experimental analysis of behavior (or "praxicists," as Fred Keller might say), I knew virtually nothing of his work. I was astounded to find that he had already dealt in a sophisticated manner with many of the concepts my data were forcing me slowly and somewhat painfully to reconstruct. In November he told me that he had "hidden his light under a bushel" for more than half a century, that he now regretted this, and that he wanted his work to be better known. The process is well underway and well deserved. He saw the start, I'm sure. The light still shines.

Robert Epstein

* * *

Professor Kantor's books and articles revitalized my interest in psychology and gave me a subject matter that I could teach with enthusiasm and confidence. He provided me with a new perspective on psychology and gave me a renewed confidence in my own naturalistic views. Professor Kantor's gracious friendship reassured me. Through his writings, he remains my most inspiring colleague.

William M. Gardner

* * *

Fifteen years ago I was asked by Professor Helene Kantor, Dr. Kantor's daughter, to help him with the Principia Press which published his books. She felt the Press had become somewhat of a burden. My being a business man, she thought perhaps I could be helpful with problems of bookkeeping, storage, and inventory. A strong personal relationship developed between Robert and me, and this farewell is as a friend and student rather than the

business advisor which he never needed.

When our friendship began, Professor Kantor was 80 years old, and the phrase he used more frequently than was "I have work to do!" About a year ago, when he turned 95, he began to say "My work is done!" Dr. Kantor arose each morning at 5:30 and was at his desk ready to work at 6:30. His work continued the entire day with only a break perhaps for a brisk walk to the library or to his daughter's office. I was 25 years his junior and could hardly keep up with him as we walked and talked. Robert taught me interbehavioral psychology. He was very patient and considerate until I lapsed into the unscientific layman's syndrome which he called "spookology," and then he was tough and uncompromising. He felt that the world was filled with unscientific ideas. If I were to define the mission to which he was dedicated, I would say that it was to educate for the purpose of the understanding that "spookology" was indeed a negative force in the world.

Robert Kantor, the man and gentleman, knew good food and enjoyed eating it, as well as cooking it with his own recipes. His most favorite was a cold salmon, rice, and mayonnaise dish which we often shared at luncheon. Always striving for perfection, he was critical of taste, texture, and eye appeal. He was addicted to good chocolates and always had a supply of sweets hidden away. When we would go out to lunch, he would make me aware of things I had never noticed in my own city. Robert had started to come to Chicago at the turn of the century and remembered many things of past decades. He was unusually sensitive to nature and the outdoors. His heart was still in Bloomington, Indiana, where his home was on a large tract of land where the colors and changes of seasons delighted him. In Chicago, he lived near Lake Michigan where the different colors and moods of the water and the cloud formations with the beautiful sunsets gave him joy and made his day complete.

He was a behaviorist through and through, with happy responses to the sunshine and dour responses on cold and rainy days. When I asked him one day recently what he would call himself in relationship to his work, he surprised me with the answer "a philosopher." Now, as his long and rewarding life has ended, we

all will miss our "philosopher."

Albert F. Haas

* * *

My degrees all are in philosophy, but via philosophy of science I became interested in the specific findings of psychologists and other behavioral scientists. As a result, for me a fascinating aspect of Professor Kantor's career was his work in many technical areas other than psychology, including the field of philosophy. Although I sometimes disagreed with his views in the latter area, his ability there was impressive and his overview of what was defective in conventional philosophic work seemed to me both sound and brilliant. With some luck, in the future his work in all the areas to which he contributed will become more fully appreciated.

Rollo Handy

* * *

As an undergraduate at Western Michigan University in 1978, I enrolled in a course taught by Dr. Paul T. Mountjoy on the history of psychology. The texts used in this course were Professor Kantor's two volumes of The Scientific Evolution of Psychology. This was my first exposure to the writings of Professor Kantor and interbehavioral psychology. From that point, there has been no turning back. The scholarship and dedication of Professor Kantor in the development of interbehavioral psychology has influenced all of my work since that early course and it shall continue to influence my work for the remainder of my academic and professional careers. To Professor Kantor and his students, I shall always be indebted.

Jay D. Hansor

* * *

Just before taking the telephone call in which I heard of Professor Kantor's death, I had been consulting Scientific Evolution of Psychology, recalling his comments on the ideologue, Destutt de Tracy. There is a certain appropriateness in this, for I

particularly value Kantor's effort to place interbehaviorism in an historical context. This contrasts with the relative naivety on historical and social matters of some other outstanding modern psychologists. Robert Watson may have meant it pejoratively when he called Kantor's history "an excellent example of presentism," but it is a compliment. To me, history illuminates behaviorism, just as "present" behaviorism illuminates history.

Sandy Hobbs

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Professor J. R. Kantor (rumor at Indiana University had it that he detested the title Doctor because so many people misunderstood the original and proper meaning) taught me one lesson that I cherish. That was how to recognize "spooks," "ghosts," and "spirits." A spook, ghost, or spirit was an instance of mentalism, homunculism, or mind-body dualism in psychological writing or speech.

I first met spooks, ghosts, and spirits in Professor Kantor's course in the history of psychology. I was not surprised that spooks, ghosts, and spirits appeared regularly in the writings of early psychologists and the philosophers who often presided on the fringes of psychology's development. I was surprised that John B. Watson had forays into "spookology" and that spooks were even to be found in the writings of the modern learning theorists. In fact, there was no obvious trend towards the objective in psychological theory and system, perhaps just a trend to more subtle mentalism.

Spotting spooks became such sport that I frequently visited with Professor Kantor in his office to get him to identify the spooks hidden in some passage. With a twinkle in his eyes he would wave his pince-nez and show me where there were even spooks hidden in the works of contemporary behaviorists. Sometimes I would visit him to show a spook I had found. He consistently approved my efforts.

Perhaps my promise as a spook hunter, but more likely my wife's reputation as a responsible person, prompted Professor Kantor to invite us to keep his home for six months while he visited Europe,

Russia, and the Mid-East. To my delight, his home was richly inhabited by spooks. They were, of course, in the many books on psychology I found in his office and the abundant bookshelves scattered throughout his house. Some of the spooks were easy to find because he had written, in the margins of the books, notes like "Spook," "Hidden Mentalism," or "Another word for mind." I too often ignored my studies for the French translation exam and our comprehensive examinations to try to understand why some passage was marked "Ghost!!!".

When I got to the books published by Principia Press, I was duly impressed by Professor Kantor's evenhandedness. There, in the margins of the books he had written, were occasionally scrawled the warnings, "Spook!!", "Ghost!!"

B. L. Hopkins

* * *

I learned from Kantor concepts that I had never heard before. I was sceptical about them but I found substantiation. From that time, and my reading of his paper, "Toward a Scientific Analysis of Motivation," I have looked to his concepts to guide my work. In the past they have not been crucial to my professional activities. However, they are crucial now and they will be in the future. Kantor's work on the Objective Psychology of Grammar, Psychological Linguistics, and Interbehavioral Philosophy have been guiding my current and future work on the analysis of the computer programmers' activities and the development of training programs for these people.

Arthur Kahn

* * *

Being concise is not one of my strengths...but it wasn't one of Kantor's either. I was introduced to Kantor's writings in 1969 by Noel Smith, a "first generation Kantorian" who sparked my interest in history and a naturalistic field approach to studying behavior. I first met Kantor in 1971 and had an unforgettable drive with him through the Adirondack Mountains of New York. Paul Mountjoy (another "first generation" student) took notice in 1977, so I studied

behavior analysis at Western Michigan University. Indirectly, Kantor helped me get both into and out of graduate school. Studying Kantor, I developed a much greater appreciation for historical and setting factors which will continue to influence my work with clients and students. J. R. Kantor also taught me patience. When others have not appreciated my analyses or recommendations, I have often reflected about Kantor who patiently waited and toiled for more than half a century to help the field of psychology mature into a more natural science. I'll miss J. R. Kantor, but his impact on us all is immeasurable and will continue to grow.

Craig W. Knapp

* * *

Two years ago, I was introduced to Kantor's works by an excellent teacher, Linda Parrott. Since that time, I have studied Kantor's philosophy and system of psychology. His views demonstrated to me the utterly profound effects of spiritistic verbalizations on interactions of many sorts. It has also, in large part, made me critically aware of the assumptions under which psychologists operate. For example, through my dissertation research, I am questioning the common assumption that contingency-shaped behavior is more sensitive to environmental changes than is rule-governed behavior. Kantor's system of psychology is more prepared than radical behaviorism to deal with complex human behavior. Since my research interests are with human behavior, I predict that my future research will be influenced in content and procedure by his writings. In closing, I think that Professor Kantor's interbehavioral perspective currently holds promise concerning the future progress of psychology. Therefore, I plan to continue to use his work in research and teaching. I look forward to continued development as I become more acquainted with his writings.

Jan LeFrancois

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My earliest exposure to Professor Kantor's interbehavioral psychology was

met with considerable resistance on my part. Only gradually was I able to question and eventually discard time-worn assumptions. I found Kantor's Principles of Psychology very rewarding, but it was his patience and understanding in fairly frequent discussions which helped me most. What did I gain from having known Professor Kantor? A brief listing is most inadequate but here it must suffice: a critical attitude toward traditional theories not only in psychology but in other sciences as well; an interest in psychology as a comprehensive system closely integrated with biology and sociology; anti-mentalism, uncompromising naturalism, and disdain for grand theorizing and metaphysical speculation; growing appreciation of the importance of history for an understanding of psychological issues; an interest in developing an interbehavioral philosophy of science; and a teacher-student relationship which became a highly rewarding friendship lasting for more than forty years.

Parker E. Lichtenstein

* * *

I served as Professor Kantor's graduate assistant for three years while working on my Ph.D. degree at Indiana University in the late 1940's. He also served as chairman of my dissertation committee. I believe his greatest influence on me intellectually is reflected in the two editions of my book, An Objective Psychology of Music (1954, 1967). This is written from a rather strong interbehavioral point of view. He enabled me to take an area of psychology, which had been muddled with mentalism and subjectivity, and place it on firm scientific ground. Both editions are dedicated to him. His advice was wise when he said, "When you write a book, write about something you know well. You do know music." Presumably, I also know something about psychology. My book, Principles of Psychopathology, is modeled after Kantor's approach to the subject as outlined in a chapter in his Principles. Likewise, my Personality: A Behavioral Analysis has marked interbehavioral overtones.

Robert W. Lundin

* * *

Because we are some of the few interbehaviorists who are not psychologists, a word on Kantor's value to other sciences would perhaps be apropos. Kantor's perspective is not simply another parochial school of psychology, nor is it even simply the fruits of scientific psychology applied to science at large. It is rather a philosophy of science disembarassed of traditional metaphysical encrustations. To evolve a scientific psychology, Kantor first had to evolve a philosophy of science. In a sense, it is the first viable and balanced "common-sense realism" and as such it is applicable to any area of scholarship. We need not elaborate the pragmatic result of Kantor's work in psychology, but we would like to emphasize that, because all science and scientific scholarship must start from the same naturalistic bedrock, we can anticipate the same neat separation of metaphysical chaff from scientific grain that Kantor achieved in psychology whenever interbehavioral philosophy is applied. A sound scientific philosophy is as important to success in physics as it is in psychology. Kantor has laid the groundwork for that philosophy. Unfortunately, philosophers of science are ignorant of Kantor's work.

Michael H. MacRoberts
Barbara R. MacRoberts

* * *

I consider it a rare privilege to have been a student of J. R. Kantor and to have had him as a friend. His concepts have had a profound influence on my thinking for over fifty years. An understanding and appreciation of his interbehavioral principles will give any young psychologists intellectual confidence, self-esteem, and stature which cannot be achieved in any other way.

Harry C. Mahan

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Dr. Kantor has provided a perspective that guides and organizes, and does so with the support of incontestable criteria for assessing the traffic that is labelled

psychology. The atmosphere of interbehaviorism is so all-embracing that, at times, it eludes articulation, but on numerous occasions specific events bring it clearly into focus. For example, arguments about "race" and "intelligence;" disputes as to whether goals act on motives or physiological states; learning that both Kantor and Woodworth are generalists and eclectic; and even comic relief on hearing during a convention paper that DesCartes and Kantor are both interactionists! Bless you, Dr. Kantor, for the systematic charting.

Marion White*McPherson

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A few months ago, I was discussing the process of imitation with a colleague. We were grappling with conditioned reinforcement and discriminative stimulus interpretations of the process, and trying to dissociate them. The discussion soon moved to a more general issue, whether our language was forcing us to fit square pegs into round holes in connection with our analyses of behavioral events. My colleague pointed out to me that since it was obvious that the imitator was behaving in an orderly way with respect to the imitatee, why was it necessary to apply an idiosyncratic term, or set of terms, to this event, or to any behavioral event for that matter? Where was the liability in being the complete operationalist? Might it not obscure the facts of the event to portray it in idiosyncratic terms? Just so.

Jay Moore

* * *

Professor Kantor provided me with both guidance for avoidance of specious philosophy and toward the naturalistic interpretation of events. I have encountered no transcendental doctrines for which his trenchant criticism was outdated. His foresight applies equally to previously uninvestigated events. Every "new" sequence of things and events is describable and investigatable within the interbehavioral framework. Our personal relationship began when, as an undergrad, I enrolled in his course on the history of psychology. At all times

he accepted my youthful ignorance and brashness while he never failed to provide appropriate guidance tailored to my deficiencies. Whatever success I have achieved has been due in large part to his influence. His perspicacity insures that appreciation of the importance of an interbehavioral analysis will continue to grow.

Paul T. Mountjoy

* * *

I consider myself very unfortunate in that I did not begin to delve into and appreciate the interbehavioral system developed by Dr. Kantor until relatively late in my graduate career. I have come to see the interbehavioral approach as a comprehensive method for understanding and analyzing human behavior. My primary research interests relate to language development of normal and autistic and severely handicapped children. The interbehavioral approach has an incredible amount to offer in this area, and the field has been moving in the direction of a more comprehensive field-oriented approach, under the influence of people such as Sid Bijou, and others. I am very excited about the prospects for future research on analysis and intervention in this area. I regret the fact that Dr. Kantor will not be able to see all the fruit of his work, but I'm very proud to be part of his strong and positive influence on the field. I never had the opportunity to personally meet Dr. Kantor, but I greatly enjoyed my periodic correspondence with him. He will obviously be sorely missed.

Robert O'Neill

* * *

Early in my association with J. R. Kantor, he chided me for clinging to an operant vocabulary and suggested that an understanding of psychological events was to be accomplished by "cleaving to my observations of events," not by confusing them with traditional ways of talking about them. In becoming aware of this distinction, I have come to regard my task as the analysis of the role and significance of philosophy in scientific system building. It is not an easy task.

Neither is it near completion, nor is it likely ever to be completed because philosophy and science are constantly changing, as Kantor has so often pointed out. Still, it is a life's work and one for which I feel the kind of excitement and certainty of purpose that only a great master can instill in an apprentice set free.

Linda J. Parrott

* * *

He was a stimulating, even provocative, teacher, with high expectations from his students. As a man, he was moderate in all things excluding his scholarly pursuits in which he indulged himself unashamedly, much of which trait "rubbed off" onto his students. Down through the years and against all odds, he battled against the anti-naturalistic notions about human behavior so deeply embedded in our culture and, sad to say, in our science. Perhaps above all else, he stands out as a shining exemplar of the tremendous potential in human development implicit in his own principle of the reactional biography.

N. H. Pronko

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My relation with J. R. Kantor, both personally and intellectually, was so enriching that it is most difficult to highlight his influence on my work as a psychologist. As a person, his modesty and intransigence regarding the need of cleaning-up psychological theory from dualistic assumptions was most pervasive and exemplary for those trying to build a science of behavior. As a scientist, he anticipated his time. Kantor will be justly appreciated when psychologists become aware that properly formulated questions are more relevant to scientific endeavor than data gathering, instrumental sophistication, and premature technological applications. He persuaded me on the need of a theory of human behavior related to evolutionary concepts but waived out of reductionism and dualistic contradictions. I hope that our work may soon demonstrate his keen intuition regarding the conceptual foundations of a scientific psychology.

This would be another way in which we shall be able to remember him.

Theodore R. Sarbin

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Emilio Ribes

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The name "Kantor" - was he important? I knew J. B. Watson supposedly got the ball rolling and that pioneers like Thorndike, Hull, Tolman, Pavlov, and Spence put all the pieces together for Skinner. But what was missing? My graduate years and friendship with Paul Mountjoy answered that question: psychology was only one whisper in a large voice of natural science. Natural science caught my attention and set me spinning with ideas until I met that person -- Kantor. He was already in his mid-nineties, but his letters and personal chats resembled a youthful gladiator, ambitious for contests. Kantor taught me two important lessons about scientific psychology. First, J. B. Watson played second fiddle always. And second, that science means more than control and prediction. We can't predict or control anything without first finding it in a field.

Douglas H. Ruben

* * *

Of all my teachers, J. R. Kantor stands out as the most influential in my development as a contributor to psychological theory. He was the first teacher who convincingly explained the mythic status of mentalistic concepts that guided much of psychology in the 1930's. He was indeed a role model for me when I entered the lists to expose the unwitting use of reified metaphors by many psychologists. My recent work on metaphor had its roots in a seminar on the psychology of language that Kantor led in the summer of 1936 at Ohio State University. When I was involved in explicating clinical inference in the 1950's, I made heavy use of his two-volume Psychology and Logic, (1950). My current work on the narratory principle reflects in part the deep insights expressed in his recent foray into belletristic psychology: Tragedy and the Event Continuum (1983). I can think of no area of modern psychology that has not benefitted from the fruitful pen and gentle wisdom of J. R. Kantor.

When I first encountered Professor Kantor, I was an undergraduate at Indiana University taking his required course on the history of psychology. He offered little documentation on the point of view he gave to history and, to me, was not very impressive on his own system which he presented in a very limited form. It was after I left Indiana and began graduate studies that I began comparing his teaching with what I was encountering from other professors and my reading. The more I compared other views and the more I checked his points on history, the more impressed I became. As I continued through graduate school, it became increasingly clear to me that psychology was more of a vast metaphysical exercise than a science. The superiority of an integrated field for psychology and, for that matter, for all of science, was a viewpoint from which I could never retreat. It has been the guiding principle in my teaching, research, writing, and my entire outlook on nature and science. The ingenuity and insight that brought J. R. to this profound approach in the face of a dualistic and mechanistically thinking culture leaves me in perpetual awe. He is an unrecognized intellectual giant whose contributions make minor intellects of many others who have received acclaim, often for concepts that are erroneous as seen from the perspective of an integrated field.

On a more personal level, J. R. was a friendly and kindly man who was always eager to hear from or visit with his friends. His letters were warm and affectionate and his concern great if he did not receive communication for any lengthy period. He was always encouraging about projects in scientific writing and ready to give assistance on any points of doubt. Although collaborating with him on a writing project was no easy matter, I enjoyed the close interaction with him and the acuteness of his thinking when I assisted him in revising the Survey of the Science of Psychology. His long life was one that brought me great intellectual riches and the personal pleasure and honor of knowing and working with him -- this Aristotle of the twentieth century or, more accurately, a combined Aristotle and

Einstein, given the nature of his interbehavioral field.

It is sad that so few others have known him or his work, and had the opportunity to escape their entrenched mode of thinking into which Western culture has directed them. His liberating thinking could bring enormous benefits to all scientific and intellectual endeavors. That potential is still there in his writings. It is up to those of us who are acquainted with it to bring it to those who are not.

Noel W. Smith

* * *

I hope that my text, The Study of Behavior (1953), did justice to the influence of Kantor upon that work. His concept of behavioral segment, of interactional setting, of contact media, and much more were the beginnings of my own specific endeavors in psychology. To Brunswik, Wittgenstein, Schlick, Feigl, Kaufmann, and others, I paid due testimony, but to J. R. Kantor I made most bows. That there were to be no absolutist deductive or inductive methodologies, and that every scientific decision should best be regarded as involving its own rules, were lessons I took from Kantor. His attacks on mentalist fictions were substantive in my own development. Looking back, the first 100 pages of The Study of Behavior could have been dedicated to their primary source -- J. R. Kantor. I never met him in person, but I have felt, for fifty years, that he was holding my hand all the time.

William Stephenson

* * *

J. R. Kantor was the kindest, sweetest person I have ever known. He taught me everything I know that is important. Two years ago I was invited to Spain to lecture. I don't know what I expected, but I didn't expect to be asked continuously about Kantor. I was and I loved it. I loved being able to tell them that I knew him personally and had been taught by him. They asked about a few others, too, but only because of a new book or article. The only one they really

wanted to know about was Kantor. Last summer (1983), one of the students I met in Spain came to the U.S. to visit me and also to study for a few weeks at Purdue. She wanted to meet Kantor. I called his daughter to make sure it would be ok for Carme Basil to visit. She said Kantor would enjoy it. Carme wrote me later about what a great afternoon they had together. What a special memory for her.

You probably know I dedicated my last book to Kantor. He had seen it and had written to me about it. Noel Smith had asked me to send him a chapter for the festschrift. I truly wanted to, but just could not put anything together that was good enough to let go of for such a book. The point is that the dedication of my own book was a way of trying to make up for not being able to write the chapter. I am so grateful that Kantor had time to see it.

Louise Kent Udolf

* * *

Alfred Wegener (born 1880) died on the Greenland Ice Cap in 1930, fifteen years after the publication of the first edition of his major work, Die Entstehung der Kontinente und Ozeane. Through the intervening years, and for another thirty-odd years, his seminal ideas found few adherents. Most geologists ignored or ridiculed his views. Those ideas were based on Wegener's observation of maps, and of paleontological and lithological correlations; they were set forth unenlightened by the currently received geological theories. Those theories led to the rejection and ridicule of Wegener's hypothesis. What Wegener saw in the maps and rocks could not be.

Now we know that continents do move, and have moved. Now Wegener's teachings are basic; geologists are crossing its "t's", dotting its "i's", and extending its implications. So it will be for Robert Kantor. How long before his interbehavioral framework will be understood and utilized, we cannot foresee. The thicket of theories, the labyrinth of laboratories, the congelation of concepts are far denser, twisted, and firmly frozen among those who term themselves psychologists.

But Kantor was patient and, undiscouraged to the end, he continued

brilliantly to hack his way through, to lay the thread, to melt the ice. And so must we be patient; continuously teaching, demonstrating, elucidating, extending.

Kantor's unquestionable preeminence among 20th century psychologists is clear to us who read this. It will be clear to all psychologists in a generation or so.

William S. Verplanck

* * *

I have always found it difficult to think about child behavior problems in anything but a law effect sort of paradigm. At the same time I was faced with data that didn't readily fit such a conceptual model. Kantor's interbehavioral perspective provides a useful resolution for me.

Robert G. Wahler

* * *

J. R. Kantor influenced my thinking more than any other person, but I was never able to develop a position that clearly and unambiguously realized the potential Kantorian philosophy presented. As I understood him, he simply denied the field of metaphysics. The mind-body problem was to him a pseudo-problem, a question that had no answer because it was an improper or false question. He was neither a monist nor a subjective idealist because both positions assume there is a problem for which they are the answer. For Kantor the mind-body problem was simply to be effaced from one's thinking.

Unfortunately, I know of no one of his followers who has been successful in adhering rigidly to the consequences of his philosophical position. Who do you know who has been able to deal intellectually with the concept of bistimulation, in spite of its obvious merit? As human beings we are unable to discard our perception of the relative immutability of what we 'know' to be objects with identity and integrity outside ourselves. We are therefore unable to conceive easily the fact that objects are no more or less than we perceive them to be.

Edward L. Walker

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e. e. cummings

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