

## CHAPTER 8

# Toward the Globalization of Psychology. The Congresses Around the World (1974–1998)

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After half a century of existence, having overcome the rupture of a war and completed 17 meetings all over Europe, the now so-called International Association of Applied Psychology, heiress and trustee of the projects and accomplishments of the old “psychotechnic” society, approved a change of scenario and accepted the invitation from some colleagues on the American continent to celebrate a congress, the 18th, in Montreal (Canada). It was the beginning of an endless journey around the world, with psychology as its basic argument.

### THE 18TH INTERNATIONAL CONGRESS: MONTREAL 1974

Montreal is the largest city in the province of Quebec. This is a French-speaking territory in a mostly English-speaking country, Canada. Its language, its French historical roots, and other peculiarities reinforced a nationalist movement that sought to obtain independence for this region in several occasions. The movement grew significantly in the decade of the 1960s. In the years that preceded the congress, the 1967 World Exhibition took place in Montreal, and it became an occasion for the French president, Charles de Gaulle, to visit Quebec. He took advantage of the opportunity to express support for that movement. This and other circumstances deepened the political unrest at that time, but eventually a remarkable politician, Pierre E. Trudeau (1913–2000), consolidated a federalism with a bilingual – French and English – system, and a multicultural identity in the whole nation, which received large support in 1980 and paved the way to present-day Canadian society.

In this conflicting context, the International Association of Applied Psychology (IAAP) agreed to gather in Montreal from July 28 to August 2, 1974. Undoubtedly, the

country was in a political crisis that, among other things, required a series of measures of a political, social, and psychological nature. It was probably thought that the presence of a great group of psychologists could add visibility to the conflict and, at the same time, stimulate the search for a solution grounded in scientific knowledge. Moreover, by that time, applied psychology was largely developed throughout the country, with professionals working in hospitals, prisons, and schools and also entering industry (Ritchie, Hogan, & Hogan, 1988).

## THE CANADIAN TRADITION IN PSYCHOLOGY

The Canadian tradition in psychology started in the final decades of the nineteenth century, with the creation of a laboratory at the University of Toronto by J. M. Baldwin, after his return from his stay with Wundt in Leipzig in 1889. During World War I, interest in experimentation gave way to a process of individual attention to veterans, soon followed by the creation of some centers for child study and interventions in industrial settings and mental hygiene, which caused a rapid expansion of the profession, controlled by the regional governments of its various provinces. In 1939, the Canadian Psychological Association was founded. It has been noted that the bilingual condition of the country “has added a richness to the discipline” (Hogan & Janisse, 1992, p. 64). This diversity in applications has not impeded the growth of theoretical work, with highly distinguished names such as Wilder Penfield (1891–1976), Donald O. Hebb (1904–1985), Eric Berne (1910–1970), Daniel Berlyne (1924–1976), or more recently, Allan Paivio (1925–2016) or Albert Bandura (b. 1925), among others.

Canadian psychology has maintained a close and continuous interaction with the US scientific lines and schools, mainly through its English-speaking areas and groups, but it has also kept alive, mainly through its francophone lines of research, an information flow with European developments, and this sector has proved to be very active in supporting the IAAP activities in the world. This 18th Congress was a great success and made it possible to broaden the field of action of the society to the whole world, which was a positive step forward.

## THE GROUP OF ORGANIZERS

The congress took place under the presidency of Léo A. Dorais (1929–2016). He was deeply involved in educational and cultural questions in his country and had held relevant posts in the political administration. He was then rector of the University of Quebec at Montreal (UQAM), an institution that acted as an important sponsor of the event.

The demands for a bilingual balance recommended the existence of an English-speaking co-president of the congress. This was Daniel E. Berlyne, professor at the University of Toronto. Berlyne, (UK, 1924–1976), was a US professor for years, moved to teach at the University of Toronto in 1962, and there he remained until his final days. He was deeply involved in the construction of an empirical aesthetics, as well as deepening the Piagetian theories, and he was a pioneer in introducing cognitive topics in psychology.

He would also represent (with Muriel H. Stern, professor at McGill University) the English-speaking sector of professors and professionals, while Dorais did the same for the part of the French-speaking sector. Thus, social demands on this question were adequately answered.

Other significant people contributed to the realization of the congress. Among them, it is important to mention David Bélanger, chairman of the Psychology Department at the UQAM University, who collaborated as president of the Science Council, and also Gerard Désautels (vocational guidance counselor at the Ministry of Labor and Manpower in Quebec), who proposed Montreal's bid in the previous IAAP assembly in Liège. This bid gained the support of the Quebec Government and the University of Quebec at Montreal (UQAM) and made its celebration possible.

Fifty-four countries from the five continents were represented at the meeting. There were 1,932 participants who were distributed in the following categories: 1,181 professional psychologists, 660 students, and 91 accompanying persons. Nearly half of the participants were from Canada (913 registered members), and the other large delegation was the one from the United States (237); neither of the two had attended previous congresses held on European land. From Europe, 455 members came from 23 different countries, and from South America, there were 249 participants. The presence of 41 members from Asia and 21 representatives of 10 African countries must also be noted. (see "The Nineteenth International Congress," 1979).

## THE SCIENTIFIC PROGRAM

In a previous declaration about the congress, its president emphasized the fact that this was the first time IAAP was organizing its meeting in North America and that the *motto* of its scientific program was "Man and the Human Condition," a broad and general topic covering most of the specific research lines that applied psychologists were cultivating.

As in previous conferences, an important section was the one formed by the invited keynotes and presentations, carried out by distinguished professors and professionals. Let us mention here the names of Boris F. Lomov (1927–1989), a strong figure in USSR psychology of labor and engineering psychology and head of the Institute of Psychology in Moscow; Father Noel Mailloux, OP (1909–1997), founder and professor of the Psychological Institute of the University of Montreal, inspired in psychodynamic doctrines; Ragnar Rommetveit (1924–2017), a Norwegian psychologist specialized in communication and language and professor at the University of Oslo for many years; Julius Wishner (1921–1993), a professor of psychiatry and psychology at the University of Pennsylvania and a pioneer in experimental psychopathology. We may also add those from Jacques Leplat (b. 1921), director of the "Laboratoire de Psychologie du Travail" (Work Psychology Laboratory), Paris, and one of the founding fathers of French ergonomics, and Professor Durganand Sinha (1922–1998), one of the great Indian psychologists. He founded a department of psychology at the University of Allahabad, India, where he did cross-cultural research on cognitive aspects of behavior and socio-economic factors, mainly applied to his country.

Let us consider here some of the contributions of Leplat and Sinha. Dealing with work behavior, Professor Leplat tried to clarify the various ways such behavior develops and is implemented in each individual trained to do it; this acquisition process should be viewed as a purposeful one, looking for the building of a final behavior on the basis of previous abilities and obtained knowledge (Leplat, 1976). Based on his work, Professor Sinha's central question for his lecture was the orientation and attitude of applied psychologists in a developing country like India (Sinha, 1977). He considered that the greatest and most urgent Indian problem was the eradication of poverty, and he examined

how psychologists could detect basic factors and prevent undesirable consequences of technical interventions. He pointed to the need for a macroscopic approach and a moral commitment from all the professionals involved in this type of process.

Thirty-eight symposia, too numerous to be mentioned separately, were organized and presented by psychologists from several countries. They dealt with a great variety of topics, including motivation and creativity; psychology in biography and autobiography; experimental aesthetics and the psychology of the environment; professional training of psychologists; psychology of architecture; problems of immigrants; biofeedback and the modification of behavior; psychological problems in adolescent people; the psychology of sport; and meditation techniques.

Moreover, 200 individual papers were presented and discussed, grouped into themes of common interest such as child development problems, personnel selection, intercultural studies in education, motivation and performance, the role of the psychologist in a pediatric milieu, and family problems, etc.

As can be observed, a certain emphasis was placed on environmental studies, labor questions, and ergonomics, and the line related to the training of professionals was also maintained.

There was a very peculiar contribution focused on work problems. A Commission on Man and Work was in charge of these questions. It was subsidized by the Government of Quebec. The work was carried out by an Interdepartmental Committee of Applied Psychology pertaining to the Quebec Government. Its presentation was the result of the studies and research carried out by this territorial government, which was deeply involved in a scientific project for the organization of work in its own administration. They also wanted to spread out the results of this forum, and so the Ministry of Labour and Manpower in Quebec was the organism that assumed the responsibility for the publication in full of these texts in a volume titled *L'homme et le travail* (Ministère du Travail, 1974).

The minister of work and workforce, J. Cournoyer, and the deputy minister, Réal Mireault, contributed with their respective speeches to enhancing the level of this presentation. They highlighted the significance of these symposia, which, according to them, were demonstrating the government's interest in the work policy. This topic was considered to be a central one in a country like Canada, which in a few decades had gone from being a 75% rural society to being a 75% industrial society (Ministère du Travail, 1974).

They organized their subject matter in three main sections: (a) work and public power, (b) work and individuals, and (c) work in the future. In the first section, researchers focused on social aids and work motivation. In the second section, questions such as jobs in the public sector, selection methods, incorporation into work of marginal and handicapped people, and the horizon (or *openness*) of a leisure society were examined. Finally, also analyzed were the compressed (or *shortened*) way of doing work, the compressed time schedule, its flexibility and its ergonomic quality, and last but not least, the problem of isolated workers. Most of the data were taken from the Quebecoise reality. In doing so, they considered the question of the satisfaction or dissatisfaction of people living in distant villages and their possibilities of adapting technical work to their environmental circumstances. This seems to be the core question affecting most of the aspects of the research.

The program also included commissions that dealt with vocational guidance, student motivation, vocational maturity, and lighting. In all cases, the interest of the local government in the analyzed questions clearly showed its basic reasons for supporting the

meeting as a means to find significant solutions for their own local problems through the papers and discussions of the professionals attending the conference.

In addition, the congress organized a complete program of social activities, with visits to some centers and institutions and a banquet and folk entertainment. The whole event was a real success from every point of view, and above all, as has been noted, some of the reflections and models were closely related to the daily lives of workers living in the country.

## THE 19TH CONGRESS: MUNICH 1978

Although Germany is supposed to be the birthplace of modern psychology, until that moment, the IAAP had never held a congress there. But the year of the centennial of Wundt's laboratory at Leipzig (1879), or in other words, the centennial of psychology as a science, was approaching, and everywhere psychologists began to look towards psychology's birthplace. The International Union of Psychological Science (IUPsyS) adjusted its calendar and announced an International Congress in Leipzig – but in 1980. The IAAP, however, carried out its 1978 Congress one year in advance, but in this case in Munich. It was the association's first visit to the psychological "native country," as highlighted by president E. Fleishman in his opening lecture. Both professionals and researchers accepted and respected their common historical roots. In those days, German society was still suffering the effects of the defeat in the past war. The country was still divided into two totally independent states – the Federal Republic of Germany (FRG), or West Germany, and the German Democratic Republic (GDR), or East Germany – as a consequence of the treaties that put an end to World War II. This division would be maintained from 1949 to 1990, and it was reinforced in 1961 when a *great* wall – the "Berlin Wall" – was built that cut off West Berlin from the rest of the surrounding East Germany. In the meantime, international life was difficult due to the "Iron Curtain" built between the Communist block of countries and the Western democracies, and the political climate was wholly dominated by the so-called "Cold War" between two powerful political worldviews. The two German states were placed on each side of this curtain.

In line with their political orientations, psychology leaned toward two different poles. In the GDR, it was influenced by Soviet science, especially by Pavlovian physiological theorizing and the Marxist structuralism of A. Luria and A. Leontiev. On the other hand, in psychology in the FRG, after a period dominated by pre- and post-1933 German traditions such as *Ganzheitspsychologie*, characterology, and the psychology of expressions, there was a broad movement toward the schools dominating the English-speaking world: behaviorism, psychoanalysis, and social and cognitive development (Groebel, 1992).

In the meantime, an important movement in the European political framework, apparently full of promise, had started to take steps toward a desired union of nations. Several countries, among them West Germany, signed the Treaty of Rome in 1957, which created the European Union, and undertook an extraordinary recovery process fostered by the United States through its "Marshall Plan," converting some war-torn countries into flourishing ones. In the case of Germany, the phenomenon was then called the "German miracle."

As a sign of the new epoch that West German society was experiencing, a very active cultural life was recovered, and, among many other similar events, this psychological congress took place. As on other occasions, the gathering was sponsored by IAAP and some national organizations, such as the German Society of Psychology and the Professional Association of German Psychologists.

## THE ORGANIZERS

A few words now to introduce the organizers' personalities. Dr. Rudolf Amthauer (1920–1989) was the chairman of the Organizing Committee. He was a doctor in psychology who had specialized in industrial questions and enjoyed an important position in a big chemical firm; at the same time, he developed some research on intelligence testing and assessment methods. He had been president of the Professional Association of German Psychologists and was an active person in international professional life.

Other colleagues joined him in the task of preparing the meeting. Among them were active members Kurt Pawlik (b. 1934), of the University of Hamburg, and Hubert Feger (b. 1938) of the Technical Institute of Aachen, Adolf Vukovich (1934–2018), professor at the University of Regensburg, Werner H. Tack (b. 1935), of the University of Saarbrücken, and Carl Graf-Hoyos (1923–2012), from the Technical University in Munich; all of them became members of the Program Committee of the meeting.

At that time, Edwin Fleishman (b. 1927, US) was the president of the IAAP (1974–1982). He was accompanied by Claude Lévy-Leboyer (1928–2015), as vice president, and Roger Piret, as secretary-treasurer.

The Munich gathering was held from July 30 to August 5, 1978. It took place at the *Kongresszentrum* of the great Bavarian capital, the third largest city in Germany. According to the final report of the president (IAAP, Archives), it was attended by 2,107 people (1,958 participants and 149 accompanying persons) from 67 countries, although some last-minute travel problems caused some absences. The scientific program, which opened with a greeting from the FRG President, Walter Scheel, included more than 1,000 participants. They were distributed in 87 symposia and coordinated paper sessions, and 400 individual papers, organized into 13 parallel events, were read.

An important series of invited lectures was prepared and offered by distinguished researchers from all over the world.

## SOME IDEAS FOR DEVELOPING SOCIETY

President Fleishman offered his opening lecture on the topic of “The new applied psychology” (Fleishman, 1979). This was a panoramic presentation of the new structure and guidelines introduced for developing and enriching this society, which would be of fundamental importance in organizing its *future* life. He presented some of the changes that had been decided on by the board of directors of the association under his presidency in a meeting held in Paris in 1976, when the IUPsyS Congress was held there. In his words, they felt “the desire for a more open system with greater participation by members in our affairs and greater sensitivity to problems of psychology common to our different countries” (Fleishman, 1979, p. 2). On these grounds, some committees had been set up to implement a more active and attractive life in the association, and with a few traits, he went on to describe their roles. He first referred to the Membership Committee, chaired by Albrecht Ali Landauer (b. 1921), and then professor at the University of Sydney (Australia), which would study the conditions and rules regulating membership; another was the Publications Committee, chaired by Harry Triandis (b. 1926, US), which would take care of the publications policy of the association. There was also a Finance Committee, chaired by Donald Super (1910–1994, US); a Scientific Affairs Committee, headed by Professor Durganand Sinha (1922–1998, India); and a Professional Affairs Committee, chaired by Charles de Wolff (b. 1930, the Netherlands), an organizational psychologist. Last but not least, there was another structural line carried out by an Operations Committee, headed

by Gunnar Westerlund (1911–1983), which was in charge of the task of improving the democratic organization of the society.

Another important change, continued the president, had also been decided: the creation of divisions inside the society had been accepted. They would give new structure, favoring the interplay between members with different specialties. (See Chapter 10.) They have continued until the present, and their consequences have been very positive for the whole life of IAAP. The model adopted for them had been taken from the then recently created Division of Organizational Psychology, founded 2 years before and chaired by Bernard Bass (1925–2007, US), currently called Division 1.

Fleishman also mentioned another interesting connection established with the newly created International Test Commission (1976). This is an independent organization that was created to introduce order in the world of tests. IAAP was among the institutions that sponsored its creation. In our association, a parallel group was organized, headed by Y. Portinga, connected to this Commission through a *liaison* person, Iraj Ayman from Iran, who would maintain continuous contact between the two groups.

Finally, in his lecture, the president examined the evolution of the field of applied psychology, noting the changes that occurred in its congresses and in its journal, as well as the international interactions among professionals, who have built a rich and complex network in recent years.

## OTHER CONTENTS

The congress offered an interesting program of relevant invited lectures. It included an important one, offered by the French psychologist Claude Lévy-Leboyer, IAAP vice president, and in those days the director of the Psychological Institute of the René Descartes University of Paris. She asked about the identity – or non-identity – between applied and theoretical psychology. In her view, the former could be considered the study of a behavior characterized by three idiosyncratic traits: contingency – or environmentally dependent behavior, plasticity of individuals, and molarity, or the holistic nature of its psychological problems. She concluded that the two branches of knowledge had different natures and admitted their total autonomy from each other (Lévy-Leboyer, 1979).

Another invited lecture was made by Edwin P. Hollander (b. 1927, US) on “Applied social psychology: problems and prospects,” stating that “applied social psychology means a conscious as well as a conscientious effort to gain and use knowledge about social behavior to deal with social problems.” Other salient papers were those by Miroslav Vanek (b. 1923, Czechoslovakia) on “Sport psychology,” his specialty at the Prague Charles University; Hiroshi Minami, (b. 1914, Japan), a well-known social psychologist interested in the analysis of the Japanese character, who dealt with “Mass communication studies in Japan”; the aforementioned Bernard M. Bass (b. 1925, US), an expert in leadership, who dealt with “Industrial democracy and participative management: U.S. and European perspectives,” a topic on which V. F. Shackleton and Eliezer Rosenstein also collaborated; Yuri Zabrodin (USSR), an organizational psychologist who spoke about “Human operator information processing and designing of its activity”; Charles D. Spielberger (1927–2013, US), a well-known specialist on anxiety and clinical psychology, who read a paper on “Stress and anxiety”; Earl A. Alluisi (b. 1927, US) member of the Army Medical Research Laboratory and expert in environmental questions, who dealt with “Temporal factors in human performance and productivity”; and the aforementioned Iraj Ayman, (b. 1929, Iran), a school psychologist whose talk was about “The emerging role for applied psychologists in a rapidly changing human environment.”

According to the program, a total of 154 sessions took place during its celebration, apart from invited conferences and keynotes. From this list, it is possible to estimate the differential volume of the various specialties in applied research. The distribution is as follows: organizational psychology 37; educational psychology 24; psychopathology 22; social psychology 15; psychology of women 8; methodology 8; ecological psychology 7; professional questions 6; personality 5; cognitive development 5; traffic 4; sport 4; cross-cultural psychology 3; forensic psychology 3; psychometry 2; and psychogerontology 1 (IAAP, 1978).

Among those dedicated to organizational questions (37), there were studies on theoretical controversies (P. Weissenberg and P. Drenth), work and alienation (R. Kanungo), leadership (F. Fiedler, T. Futamura, V. Zinchenko), industrial democracy (B. Wilpert), management (L. Schoenfeldt), and commitment (L. Porter), among others.

Educational psychology was the subject matter in 24 sessions, including questions about instruction (J. Scandura), training (G. d'Ydewalle), vocational guidance (D. Super), early childhood education (W. Fthenakis), children viewing television (G. Fouts), social behavior in education (D. Johnson), or evaluation in educational systems (Z. Bujas), including studies like the one by J. M. Wijnstra (Netherlands) on education of children with Frisian home language, or another by F. H. Hooper et al., "Logical reasoning in middle childhood. A study of the Piagetian concrete operations stages."

Under the category of psychopathology (22 sessions), some of them dealt with mental retardation and cognitive deficits (J. Dass, E. Pomeroy, A. Askenasy, C. Leong), drug addiction (M. Goldstein), schizophrenia (A. Schwartzman), learned helplessness (P. Wong), behavior modification (E. Fisher), aggression (A. Pepitone), or alcohol addiction (J. Snyder), among others.

Social psychology (15 sessions) included topics such as poverty (D. Sinha), socialization (R. Rohner, V. Smiljanic, R. Silbereisen, and A. Upmeyer), international peace (B. Katzenstein), US immigration (J. Bhatnagar), or social accidents (B. Raven). Other interesting questions were analyzed in minor groups sessions, like the one on psychology of women – with eight sessions dealing with status (G. de Montmollin), profession (A. Bass), fertility (C. Kacitibasi), among others; personality (5 sessions), including a study on assessment (H. J. Eysenck) and evaluation (N. Adcock). There were also sessions about methodology (dealing with tests, Y. Portinga; the use of video, A. Perlberg), inventories (G. Bonneau), and others; forensic psychology (H. Kury,) and rehabilitation (J. Besson); psychogerontology (S. Dudek); sport psychology (motor behavior, H. Rieder; and three other sessions); and six sessions focused on the psychologist as a professional and his/her role (C. de Wolff, W. Holtzmann, R. Ardila, among others.). Environment (6, 7.4%) also received significant attention. Papers were also found on classic subjects such as the measurement of intelligence (H. J. Eysenck), or other emerging topics, such as the physiological aspects of Transcendental Meditation (S. Milstein) or future planning and computers (M. Strobel). Last but not least, several papers were also dedicated to the presentation of studies on traffic behavior, dealing with the demands and requirements of car driving, by a group from the Munich Technical University, headed by Carl Graf Hoyos (1923–2012), a psychologist specialized in traffic security and the prevention of work accidents; or the symposium organized by J. Leplat on speedy car driving, among others.

Cross-cultural psychology was present also, with papers like those by Lars H. Ekstrand (b. 1933, Sweden), who analyzed multiracial and multicultural adaptation in a symposium on multiculturalism in a shrinking world, and others like the one by Geert Hofstede on "National cultures and work values. Methodological notes on a forty-country survey project."



The collection of abstracts from this congress has been lost until now. The summary of the event, in *Applied Psychology* (“The Nineteenth International Congress,” 1979, p. 66), ends with the following words: “Many events and informal visits to research centers were provided during the Congress, and these contributed greatly to the communication among colleagues from various countries.”

## SOME RELEVANT NAMES

Among the participants in this event, some names have had a key role in the history of our association. One of them is the previously mentioned US psychologist Edwin Fleishman, IAAP president between 1974 and 1982 and a great specialist in industrial and organizational psychology. With previous training in natural science (chemistry, electronics), he then turned to psychology, carrying out extensive research in human perceptual-motor performance and its taxonomy, and the study of human abilities, leadership, and organizational psychology. He had served in the US Navy and Air Force and also taught psychology in academic departments in various universities – Ohio State, Yale, and he eventually moved to George Mason University (1986–1996). All this activity clearly reflects his deep interest in both theoretical and applied research. A long list of awards shows the recognition of his merits by the psychological research community (Fleishman, 2015).

This congress focused mainly on the applied aspects of psychology. The perspective of another international congress – the 22nd congress organized by the IUPsyS, to be held in Leipzig 2 years later – was probably oriented toward more theoretical papers, whereas applied work occupied most of the space the event in Munich offered to researchers and professionals.

## THE 20TH CONGRESS: EDINBURGH 1982

Edinburgh, capital of Scotland, one of the four countries that make up the United Kingdom, was the seat chosen for the celebration of the 20th congress of the association. This capital was the royal residence of Scottish kings in medieval times and a bright economic and intellectual center since the Enlightenment, when great men such as David Hume or Adam Smith were living and working there.

The Scottish tradition in psychology is wide and deep, and in it there has been a double line. One line is profoundly linked to the study of the conscious mind and the analysis of its phenomena, the line of the “philosophy of the human mind,” largely based in the Humean legacy, interested in the study of all sorts of mental associations. A second line is more oriented toward the examination of the physiological neural bases that make these associations possible. Names such as Robert Whytt (1714–1766), Charles Bell (1774–1842), or David Ferrier (1843–1928) are among the classics in psychophysiological studies. On the other hand, the analysis of Hume (1711–1776), and the reaction to his skepticism from the members of the “Scottish School” – Thomas Reid (1710–1796), Dugald Stewart (1753–1828), and Thomas Brown (1778–1820) – brought about a more complex and detailed view of the mind’s capacity to build knowledge, for instance, in the works by Sir William Hamilton (1788–1856) (Carpintero, 1996; Marias, 1967). A decisive step forward came from the hands of Alexander Bain (1818–1903), the author of a great manual of psychology and the founder of the journal *Mind* (1876), a pioneer journal on philosophy and psychology that became an essential instrument in the development of these studies.

All these forerunners and ancestors would create a climate of interest that would reinforce the attraction to applied psychological questions among Scottish and British professionals that would facilitate the interest and complexity of the present event.

This congress took place in an urban area around George Square, a historical area where the University of Edinburgh extends its academic spaces. The event covered the final days of July 1982. Approximately 1,500 colleagues from more than 60 countries attended it (White, 1984).

The president of IAAP was Edwin A. Fleishman on this occasion, and the head of the organizing committee of the congress was Professor Gerry A. Randell (1930–2015), a PhD in psychology from Birbeck College of London, and then a lecturer in occupational psychology at the University of Bradford. He was a specialist in automation and industrial training, and in leadership and staff performance appraisal. The scientific committee, chaired by Tom Singleton, was composed of specialists who were all members of the Department of Applied Psychology at the University of Aston in Birmingham.

At the opening ceremony, the rector of the University of Edinburgh and the local authorities, along with the IAAP president and the chairman of the organizing committee, welcomed people and inaugurated the activities.

During the ICAP, the executive committee approved the creation of three new divisions: Clinical and Community Psychology (president, Sheldon Korchin, US); Applied Gerontological Psychology (president, Robert Morgan, US); and Instructional, Educational, and School Psychology (president, Wilbert McKeachie, US) (White, 1984). They were added to the four already existing divisions: Organizational Psychology, Psychological Assessment, Psychology and National Development, and Environmental Psychology.

At the end of the congress, at the General Assembly, the new IAAP president was elected, the French psychologist Dr. Claude Lévy-Leboyer (1928–2015), professor at the René Descartes University in Paris (Paris 5 University René Descartes). She taught social and organizational psychology there and had created a Laboratory of Applied Social Psychology, where many young researchers have been trained. She did important research on environmental questions and characteristics of successful personalities, as well as on the conditions of scientific personnel assessment and the new values emerging in the work world today. She succeeded Erwin A. Fleishman, who had headed the IAAP for 8 years with great success.

## CONTENT OF THE PROGRAM

The program included a considerable number of invited lectures (20) and a large number of symposia (78) and free communication sessions (80), plus several hundred posters (600). The latter were presented in several interactive sessions in which authors and interested people could have open discussions about theories and results.

*Symposia.* Regarding the symposia, a certain number were distributed among all the divisions, including specialties that were not yet formally organized in a divisional manner. See Table 8.1. (Titles have been synthesized and reduced, but maintaining the core topic according to which they were categorized.)

Let us have a cursory look at these programmed topics. In the Industrial/Organizational area, the salient terms were “work” and its dimensions (e.g., its meaning, P. J. Drenth; work and family, R. J. Burke; stress, R. L. Payne; self-assessment, C. A. Fletcher; and “productivity” innovative, W. C. Byham; its improvement, L. F. Schoenfeldt and D. H. Brush). In Applied Social Psychology, salient topics are

**Table 8.1** Edinburgh Symposia Included in Each Category

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Industrial/Organizational	16
Applied Social Psychology	9
Clinical – Physiological	9
Counseling – Psychometrics	9
Educational Psychology	8
Ergonomics	7
Environmental Psychology	7
Others	12
Total	77

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crime control, R. V. F. Clarke; economic psychology, W. F. van Raaij; and competitive sports, E. Geron. Attention was also paid to different aspects and values of social life, such as medicine (R. Eiser and R. Evans) or behavior and law (D. J. Muller and H. J. Chapman), among others. In Counseling/Psychometrics, the status of “Assessment” was compared in Western countries (L. B. Resnik) and in socialist countries (G. Witzlack); it included other topics such as applied gerontology (R. Morgan), vocational maturity (J. Ferreira Marques), or automated testing (A. Elithorn).

Another central field was related to Clinical Psychology. Leaving aside an idiosyncratic topic such as Gestalt theory in an area like this (J. Perzel), some other topics such as training in health psychology (T. P. Hogan), elderly people (F. M. McPherson), cancer (C. Ray), or alcoholism (Sir R. Murley) were discussed.

Educational Applied Psychology included papers on some highly debated questions, for example, children and their use of television (M. Nixon), evaluation of teachers (P. Spurgeon), individual differences (P. Herriot), or literacy (D. A. Wagner), among others.

Other topics should also be mentioned here: unfavorable environments (C. Lévy-Leboyer), signal detection theory (E. Carterette and J. A. Swets), architectural judgment (P. F. Smith), the legal status of psychologists (G. de Montmolin), the recent European group of organizational psychologists, recently created, or other debated questions such as bilingualism (L. H. Ekstrand) or the problem of energy (J. van der Pliigt). Most of these lines would project new dimensions of their problems into the future.

Some of these symposia were sponsored by some specialized associations that brought some of their idiosyncratic topics for discussion in the congress by their own specialists and people attending the sessions. Let us mention, among them, the International Union of Psychological Science, the Interamerican Society of Psychology, and the International Test Commission; in addition, information on the recently created ENOP (European Network of Organizational and Work Psychologists) was offered in a symposium chaired by S. Shimin.

## KEYNOTE ADDRESSES

Twenty keynote addresses were included, mostly given by North American specialists. Let us mention here some of the well-known researchers and professors who offered them. The list includes names such as H. J. Eysenck (UK; The conditioning theory of neurosis revisited), Donald Broadbent (UK; Some relations between clinical and

occupational psychology), Donald Super (US; Self-concepts in career development: Theory and findings 30 years later), Sol Garfield (US; The effectiveness of psychotherapy), Bernard Bass (US; Organizational decision processes), Harold Proshansky (US; Place identities in urban settings), Chris Argyris (US; Problems in producing usable knowledge for implementing liberating alternatives), Fred Fiedler (US; Are leaders an intelligent form of life?...), Paul Kline (UK; Psychometrics...), or Philip Vernon (Canada; Abilities of North American Orientals. A study in acculturation) and many other theorists. They shared the space with other more applied presentations, such as the one by Jacques Leplat on ergonomics (Error analysis and activity analysis), one by John Adair on the classic Hawthorne effect, and a general presentation of contemporary applied psychology in China by C. Chi-Cheng (People's Republic of China).

The congress also organized a rich program of professional visits to various companies – a brewery, a bank, some centers for offenders, some schools, among others – that offered the visitants the opportunity to obtain direct information about their professional characteristics and psychological salient questions.

At the end of its sessions, the celebration of the next congress in Jerusalem was approved, which would be the first time this society gathered in the Middle Eastern world.

## THE 21ST CONGRESS: JERUSALEM 1986

Jerusalem had been designated in Edinburgh as the seat of the next congress. The historical capital of the old Jewish monarchy, and one of the oldest cities in the world, had become Israeli in 1967, after years of Palestinian rule. In a certain sense, it represented the visible image of a conflict because the city was then considered by the State of Israel as its capital, but no foreign government recognized this claim. Two communities, the Jewish and the Palestinian, claimed its possession.

For centuries, the land of Israel had been ruled by the Ottoman Empire, but at the end of World War I, it was put under British control, and in 1922 the Jews were allowed to settle in their historical land, largely occupied by the Arab people. In 1947, Israel became an independent state, in possession of part of that territory, whereas another part was occupied by Palestinian Arabs. Here an endless conflict began between the two communities, as the Arab neighbors did not recognize the Jewish right to settle there. This confrontation continues today. Its independence was consolidated through a war (1948–1949), followed by other explosions of violence such as the Six-Day War (1967), the Yom-Kippur War (1973), and the Lebanon War (1982), confirming the solidity and permanence of the Jewish nation, which developed all sorts of technical and social resources in favor of its maintenance. During that time, a large number of Jewish communities that had experienced dramatic persecution under the Nazi government in Central Europe moved to the land of their parents and contributed to developing a modern and technical state in the Middle East.

Within the immigrant groups, there were well-trained psychologists and psychiatrists. Several institutions (e.g., the Israel Institute of Applied Social Research, psychological departments at the Hebrew University of Jerusalem, and Bar-Ilan University, among others) were created to provide professional psychologists to well-founded companies and organizations, and above all, to the national Armed Forces (Kugelmass, 1976).

Jerusalem, apart from its historical meaning, its present cultural significance, with the Hebrew University, its many museums, and its historical nucleus, clearly propitiated its designation as the venue of the congress.

## ORGANIZERS AND OPENING SESSION

The congress was held between July 13 and 18, 1986 at the Jerusalem Convention Center and the Jerusalem Hilton Hotel. It was organized by the IAAP, with the collaboration of the Israel Psychological Association.

Claude Lévy-Leboyer was then the IAAP president, and the chairman of the organizing committee was Yehuda Amir, professor of psychology at Bar-Ilan University.

Dr. Amir (1926–1996) was a psychologist who had worked in a research unit of the Israel Army, and then became university professor and a specialist in ethnic differences, conflict reduction and resolution, and small-group behavior. His proposal to hold this congress in Israel had been supported by governmental agencies and social and political leaders. He also worked for years on the IAAP committees (Knowles, 1988).

Various professional tours were organized, with specialized objectives well adapted to the interests of the members of the IAAP divisions. For instance, people dedicated to educational questions could visit some “kibbutzim” (a kibbutz is an independent collective community, maintained with the work and effort of its members) in order to receive information about the educational characteristics of these social institutions and obtain firsthand knowledge of their rules and functioning. Other industrial plants, prisons, centers for elderly people, and centers for counseling and rehabilitation were also included in the program. These tours tried to give a complete view of the Israeli way of life, widely controversial among certain groups in Western countries.

The sessions were attended by 1,337 participants from 38 countries all over the world. As one of the attendees wrote, a characteristic trait of this congress was the presence of a wide variety of international psychologists who came together united by a common interest in the applications of psychology to the betterment of the human condition (Knowles, 1988).

At the opening ceremony, with the presence of the President of the State of Israel, His Excellency Chaim Herzog, the Israeli leading members of the Organizing Committee, Y. Amir, and the head of the scientific committee, Z. Klein, illustrated the peculiarities of the state of Israel and its idiosyncratic psychological problems (Knowles, 1988).

## SCIENTIFIC CONTENTS

The congress included, as is common in these events, a series of keynote speeches and invited lectures, a certain number of symposia, and a collection of individual papers and posters.

A program of 32 invited lectures was prepared by the organizers, well balanced in term of contents, but where more than a third of the lectures were assigned to US personalities. Several lectures referred to the cognitive paradigm (Dual coding of information, A. Paivio; literacy and cognition, D. R. Olson; behaviorism and cognitivism in education, H. F. Cronbach; cognition and clinical practice, S. J. Blatt; visual information processing, C. Bonnet). Another group presented works on clinical and health topics (stress, J. Brengelmann; psychotherapy, N. Abeles; health psychology, C. J. Green; prevention, J. Shanan; evaluability, R. Fernández-Ballesteros), and many of them analyzed different social topics (ethnopsychology, R. Diaz-Guerrero; Kibbutz studies, D. T. Campbell; industrial democracy, H. P. Dachler; effective campaigns, W. J. McGuire; national identity, H. C. Kelman; social change, J. Reykowski; careers, D. Super; or the use of Western tests in African situations, M. O. A. Durojaiye), among others.

With regard to symposia, 124 sessions have been counted that might be thematically classified as follows:

Organizational psychology, 21 symposia; social psychology, 17; educational psychology, 17; environmental psychology, 14; general psychology, 11; clinical psychology, 10; health psychology, 7; national development, 6; gerontopsychology, 6; assessment, 6; and sport psychology, 4.

Let us present a selection of them by topic, according to the congress program and its classification:

**Organizational Psychology:** Many aspects of work and organizational processes were selected. Let us mention here the following: Meaning of work (Drenth, Netherlands); Work and personality (Frese, FRG, and Weis, US); Work motivation (Ronen, Israel); Work values (Elizur, Israel); Work adjustment (Korman, US, and Tziner, Israel); Work socialization (Coetsier, Belgium); and Women and work (Israeli, Israel, and Ott, Netherlands). Personnel (e.g., Personnel training, Goldstein, US), or Personnel selection, (Shackleton, UK) and Leadership also received attention: Leadership (Wunderer, Switzerland) and Transformational leadership (Bass, US), as well as some studies on technology: Information technologies (Wilpert, FRG) and Computer technology (Johansson, Sweden, and Drenth, Netherlands), among others.

**Social Psychology:** Salient questions here were “interactions,” such as Bicultural adaptation (Ekstrand, Sweden); Ethnic relations (Samuda, Canada); Intergroup relations (Miller, US); Interpersonal relations (Perلمان, Canada); or Face-to-face interactions (Poyatos, Canada). A starring topic would be the one on Kibbutz studies (Campbell, US), an idiosyncratic subject matter in this event.

**In Educational, Instructional, and School Psychology,** Children and adolescent problems were important, such as in Language of schooling (Olson, Canada); Children’s socialization (Bar-Tal, Israel); Cooperative learning (Hertz-Lazarowitz, Israel); Children in armed conflicts (Johansson, Sweden, and Lambert, US); and the different types of instruction: Higher education (McKeachie, US); Literacy attainment (Tolchinsky Landsmann and Levin, Israel); Cognitive instruction (Tobias, US); or Computers and education (Salomon, Israel).

**Environmental Psychology** was mainly centered on Urban problems and methods. Office design (Hedge, UK); Community planning (van Vliet and Marans, US); Neighborhood planning (Wandersman, US); Pedestrian safety (Sheehy, UK); Cities (Kruse, FRG); Urban scenes (Nasar, US); and Residential environment (Francescato, US) were some of the topics.

In other divisions, such as Clinical Psychology, theories and anxiety problems were relevant: Test anxiety (Spielberger, US); Anxiety and cognitions (Schwarzer, FRG, and Covington, US), or more general approaches, like Trends in clinical psychology (Korchin, US) or Forensic psychology (Abeles and Rabin, US). In Health Psychology, titles can be found such as Health psychology in various countries (Matarazzo, US); Health in adolescents (Jacobs, US); Health and psychophysics (Marks, US, and Borg, Sweden); and Psychoeducation in health (Maes, Netherlands). On Psychology and National Development, discussions were offered with a cross-cultural perspective, such as the importance of work in seven countries (Super, US) or questions like collectivism (Sinha, India), which may characterize a nation or a culture.

We summarize other significant subject matters, such as Applied Gerontology, with analysis of its New directions (Morgan, Canada) or the Assessment problem (Fernández-Ballesteros, Spain); Psychological assessment, with symposia on Interest assessment (Dupont, Switzerland) or Multivariate assessment (Merenda, US); and Sport psychology, with questions like General models (Geron, Israel) or Skills (Whiting, Netherlands).

Last but not least, a group on work dealing with General Psychology included topics such as Sleep and work (Babkoff, Israel, and Krueger, US) or Economics and psychology (Stroebe and Messick, US) among others.

It has been stated that a thematic star was, without any doubt, the life in a kibbutz. The kibbutzim were conceived of as social entities where a communal lifestyle was imposed, combining family structure, school training, and part-time independent economic development. They represented an original Israeli social organization, with a certain new way of life.

The congress was peaceful and intellectually rich and useful. But soon after its end, the Arab–Israeli coexistence entered into a new period of greater difficulty, under the first Palestinian Intifada (1987–1993), the Arab uprising against Israeli authority, and it continues to be one of the most conflicted places in modern international life.

At this level, the IAAP was then well prepared for a long move of the psychological questions to the Far East, in the Asian world: to the Japanese Empire.

## THE 22ND CONGRESS: KYOTO 1990

In 1990, 70 years after its foundation, the International Association of Applied Psychology arrived in Asia and held its congress in Japan in the Imperial City of Kyoto.

For more than a thousand years, this city has been the emperor's residence, and fortunately it escaped destruction during the World War II. Two palaces, temples, shrines, and marvelous gardens became the setting for this conference, reaffirming the interest of that society in psychological studies and applications.

## THE SCENARIO

The Japanese empire, built on several thousands of islands in the Pacific Ocean, developed an original worldview, largely influenced by Buddhist beliefs and Zen spiritual techniques, and a culture of honor and strict social rules. It also created strong military power dominating its region. In modern times, it was able to maintain both its historical traditions and its capacity for actively incorporating Western science and techniques. In the nineteenth century, the process of modernization introduced by the Meiji Restoration (1868–1912) reinforced the scientific outlook of its culture while consolidating its political structure. Among the efforts made to absorb the European technical and industrial revolution that spread all over the world, Japanese people renovated their education and paid great attention to the psychological factors that were considered to influence that process.

Psychology was taught at the beginning of the twentieth century at the Universities of Tokyo and Kyoto. In the former, one of the pioneers, Yujiro Motora (1858–1912), after studying with G. S. Hall at Johns Hopkins University in the United States, built a research group, a department, and became the first experimental psychologist, carrying out his work not only in the laboratory, but also in the open world.

On the other hand, Matataro Matsumoto (1865–1943), after studying with Edward Scripture at Yale (US), spent a year with Wundt at Leipzig, and then created laboratories, first in Kyoto and then in Tokyo, where he succeeded Motora and organized a school that would apply experimental psychology to the topics of daily life, including education (Sahakian, 1975).

The new science developed rapidly. In the 1920s, the German influence gave large support to a Gestalt movement, with a disciple of Köhler, Kanae Sakuma (1888–1970),

who dominated the scene until the days of World War II. In that period, there was a flourishing of vocational school guidance psychology, substituted in the war years by a rigid determinism. In 1927, the Japanese Psychological Society was founded, and soon after that, an Association of Applied Psychology was established, and intervention programs in industry and the military world rapidly multiplied (Takasuna, 2012). After the war, the panorama turned back to the pluralism of schools, and a movement inspired by Zen Buddhism was launched by Koji Sato (1905–1971), promoting a thought that would inspire personal lives and social groups.

All sorts of psychology lines – social, clinical, industrial, and so on – received attention and grew rapidly. In 1972, the International Union of Psychological Science celebrated its 20th Congress in Tokyo. Nearly 20 years later, in 1990, the IAAP held its 22nd Congress in Kyoto. Through these events, Japanese psychology showed its richness and variety in both concepts and applications. By that time, between four and five thousand psychologists were working in that country (Sukemune, 1992).

## THE ORGANIZATION

The congress was organized by the Japanese Psychological Association and the Science Council of Japan, and it took place in the Kyoto International Conference Hall between July 22 and 27. The local organizing committee was headed by Hiroshi Motoaki (1918–2012). He was professor at Waseda University, Tokyo, and specialized in human engineering and personality testing. He was also the president of the previously mentioned Japanese Psychological Association. In his welcoming words, he noted that this congress was “the first in Asia” of an applied nature, and he hoped that problems would be discussed “from an Asian perspective” (IAAP, 1990, p. 2).

Other salient names included the chairperson of the local scientific committee, Tadasu Oyama (b. 1928), professor at the Hokkaido University at Sapporo and then at the University of Tokyo; and the chairperson of the local organizing committee, Jyuji Misumi (b. 1924), professor at Kyushu University, and then president of the Japanese Group Dynamics Association.

On behalf of the IAAP, the president was Claude Lévy-Leboyer, and the secretary general/treasurer was Charles de Wolff, both specialists in organizational psychology.

According to the congress statistics, 117 symposia and 585 papers were presented. According to Porter, there were “approximately 2,000 registrants from more than 50 countries. About half were from the host country, whereas Europe, collectively, accounted for about 400 participants, and the United States contingent numbered about 300. The remaining 300 or so came from other parts of the Asia-Pacific region, the Middle East, Latin America, and Africa” (Porter, 1991, p. 243).

The Opening Session included brief welcoming speeches on behalf of the Organizing Committee by Professors Motoaki and Misumi, and a Presidential Address by Professor Claude Lévy-Leboyer, in which she underlined the unity and coherence of psychology, as well as the utility of large associations such as IAAP in giving their members a coherent and global perspective on the present status of the field (Lévy-Leboyer, in Misumi, Wilpert, & Motoaki, 1992, xvii–xx).

## SCIENTIFIC CONTENT

Questions and topics discussed were classified according to the 10 divisions existing at that time, plus some added categories related to topics that did not pertain to any of them.



Regarding the keynote addresses, 30 were included in the program and distributed among the subject matter categories of the divisions, as follows: organizational psychology, 5; psychological assessment, 3; psychology and national development, 2; environmental psychology, 2; educational, instructional and school psychology, 2; clinical and community psychology, 2; gerontological psychology, 1; health psychology, 1; economic psychology, 1; psychology and law, 1; and other topics, such as general psychology, 5; social psychology, 2; ergonomics, 1; and traffic, 2. It might be said that this distribution was parallel to the volume of work contributed by the specialists through their different symposia. The salient presence of people from the US (10 lectures out of 31, that is, 32.2%), and from West Germany – 4 (12.9%) is also noteworthy; both figures reveal the great influence these two countries had on the Japanese psychological tradition. Apart from them, there were three keynotes (9.6%) from Japan, two from the UK and Israel, and the rest from countries with only one speaker per country.

Well-known professors with extensive curricula in international psychology, such as G. d'Ydewalle (Belgium), J. B. P. Sinha (India), F. A. Heller (UK), J. D. Matarazzo (US), R. I. Evans (US), M. Eretz (Israel), J. M. Prieto (Spain), and B. Wilpert (FRG), were in charge of this distinguished task. In addition, topics like ecology, cognitive science, intergroup conflicts, aging, or economic behavior, among others, received attention in this program.

*Symposia.* The distribution of symposia according to their subject matter is also noteworthy, as Table 8.2 shows. It is interesting to confirm the salient role of the Division of Organizational Psychology in this type of international event, as well as the important presence of two “traditional” areas like General and Social psychology, respectively.

Symposia on organizational psychology considered several aspects of their field; among others, the following stand out: its probable future (I. L. Goldstein, US), leadership (K. N. Wexley, US; R. Ayman, US), decision making (Peterson, US), autonomy vs. dependence (P. J. Drenth, Netherlands); the constructivist perspective (R. Bouwen,

**Table 8.2** Classification of Symposia by Subject Matter

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Organizational psychology	16
General psychology	13
Social psychology	12
Psychological assessment	11
Educational psychology	11
Environmental psychology	10
Clinical psychology	9
Health psychology	7
Economic psychology	6
National development	5
Ergonomics	5
Traffic psychology	5
Psychology and law	4
Gerontological psychology	3

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Belgium), collectivistic values (C. Earley, US), work meaning (S. A. Ruiz Quintanilla, FRG), and the role of cultural boundaries (S. Bochner, Australia).

The classic areas of General Psychology and Social Psychology, although without the support of a division, received many contributions. In the former, a large symposium (Izawa) examined cognitive applied psychology, with well-known specialists like Waugh, Shiffrin, and Craik; other topics were also considered, such as knowledge representation, language (Vukovich; Hatta), psychometrics (Nishisato), perception (Fernández-Ballesteros, Spain), emotions (Hama), conflict (O’Roark), global change (Pawlik, FRG), and the historical influence of applications on theory in psychology (Danziger, Canada).

In the Social area, many presentations adopted a cross-cultural perspective (Yanaka and Triandis, US), and there were, among others, symposia about responsibility (Hamilton), values (Schwartz), women’s work (O’Leary), the self (Zavalloni), parents’ role (Petzold), or advertising (Brock), to mention only a few.

In the field of assessment, attention was paid to methods for evaluating giftedness (Heller), career development (Seifert), and counseling (Claes). A needs classification (Lokan) was also discussed, and some tests like the Raven (with the presence of its author), or a special idiosyncratic topic like the anxiety in Juku academies, some private Japanese academies (Hawkins).

Traditional fields in applied psychology since its early days have been Educational and Clinical Psychology. In the former, some general views were offered in a symposium (Boekaerts), and East–West education (Salomon). Cognitive styles (Sukemune) and cognitive education (Palacio Quintin) incorporated the cognitive dimension. Other special points may also be mentioned here: literacy (de Gelder), influence of computers (Sakamoto), motivation and learning (McKeachie), informal knowledge (Hatano), spatial cognition (Kirby), anger (Culbertson), and the teaching of mathematics at school (Yoshida).

In the Clinical section, we find topics such as the following: mental health in Asian countries (Sue), mental health in children (Hopkins), East–West family problems (Okado), trends in psychotherapy (Strupp), community psychology (Levine), and more concrete questions like schizophrenia (Goldstein), post-traumatic stress disorder (Hovens), brain damage rehabilitation (Pizzamiglio), and facing death (Ochsmann).

Environmental questions included papers on fear of crime (Bernard), several types of environment (Churchman, Yamamoto, Bechtel, Francis, Kruse), occupational stress (Evans), and even “outer space” (Maruyama).

Close to these questions are those of health psychology; we will mention here the symposia on health psychology in the world (Maes), mental health in Asia (Haruki), the representation of health and illness (Markova), gender role and stress (Greenglass), and stress and coronary prone behavior (Vinck). Economic psychology included studies on economic socialization (Ng), attitudes toward advertising (Kojima), consumer advertising (Pieters), consumer psychology (Friedman), and micro/macro perspectives in economic psychology (van Raaij).

Not far from social interests are topics related to the divisions of National Developments and Psychology and Law. This included cross-cultural core issues (Lonner), developing countries (Ayman), homemaking and work (Super), peacemaking (Iritani), and the views on the life course (Hayrissen).

Ergonomics also received some attention from psychologists: the human–computer interaction (Streitz), environmental design (Inode), mental workload (Wieland-Eckelmann), stress in high technology (Nagamachi), and hypermedia (Saito).

A few other symposia were dedicated to traffic psychology, and questions were considered such as attitudes toward traffic in a cross-cultural perspective (Cho), alcohol

and driving (Spoerer), or different road users (Häcker), among others. And there were also a few papers on gerontopsychological topics dealing with aging (Abeles), cognitive aging (Park), and the future of the specialty (Morgan).

Last but not least, it is important to mention a salient roundtable that put together a very distinguished collection of international specialists to discuss “The unity of psychology.” The invited speakers were Mark R. Rosenzweig (US), R. Diaz-Guerrero (Mexico), and H. Azuma (Japan), chaired by Claude Lévy-Leboyer, and with J. D. Matarazzo as discussant. The plurality of systems and the diversity of cultural approaches were compared, with certain common criteria for evaluating research, certain ethics rules, and the existence of national and international networks.

In their first appearance in an Asian scenario, applied psychologists seemed to have felt the need to think about the differences as well as the commonalities they were experiencing, at a time when all of them showed their capacity to reach a general understanding of problems and their scientific representation in the field of human psychological phenomena. Porter, in a well-informed report, offered a summary of the “concepts most often focused upon throughout all the 100-plus symposia at the Congress.” According to him, “the most frequently used terms/concepts were the following: ‘environment(al),’ ‘cross-cultural,’ ‘cognition(ive),’ ‘health,’ ‘work(ing),’ ‘organization(al),’ ‘international,’ and ‘stress.’ In contrast, terms mentioned relatively rarely in symposium titles were ‘affect(ive),’ ‘attitude,’ ‘emotion(al),’ ‘motivation,’ and ‘personality.’ Such is the contour and texture of applied psychology at the beginning of the 1990s” (Porter, 1991, p. 240). It is possible to represent and summarize these differences and data by saying that “objective” perspectives and topics outweighed the “subjective” ones.

The words Professor C. Izawa wrote in the prologue to the volume on his symposium on Cognitive Applied Psychology could serve to close this survey of that important conference. He wrote: “‘*Pax optima rerum*’ (Peace is the best of all things) [a quotation from Silius Italicus, *Punica*, c. 75 CE, Book xi]. Thus, psychologists from all parts of the globe, interested in the application of psychology, congregated in Kyoto, Japan, in July 1990 for the 22nd International Congress of Applied Psychology (ICAP) in order to advance science and thus promote world peace” (Izawa, 1993, p. ix).

## THE 23RD CONGRESS: MADRID 1994

From Kyoto, the association jumped once again to old Europe, to a land closely related to the association’s birth: Spain. As we have seen, two previous congresses had been held in Spain, both in Barcelona, the great Spanish metropolis on the Mediterranean coast. Now, the 23rd Congress had its venue in Madrid, the capital of the nation, July 17–22, 1994.

Both cities, Barcelona and Madrid, had played important roles in the development of psychotechnology in the nation. In the former, an Institute for Professional Guidance had been created (1919), and its director, Emilio Mira y López, had managed to place among the best European centers in that specialty. On the other hand, a few years later, another Institute of Applied Psychology was established in Madrid. The two capitals were the center of the development of the new psychotechnics in the country (Prieto, Fernández-Ballesteros, & Carpintero, 1994).

During the 1950s, another attempt to gather in Madrid was a failure. Eventually, in the 1990s, a new Spanish bid, backed by a young and strong Professional Union of Psychologists, was successful, and the IAAP came to Spain again.

This was now a very different country from the one that had received it in 1921 and in 1930, when a small group of professionals and scientists were working on guidance and personnel selection. In the meantime, a dramatic civil war had taken place in the nation and divided its society. A rough estimate was that there had been thousands of deaths and thousands of exiles, and that most of the pioneers and active professionals in psychology suffered repression or had to leave the country, in most cases for the rest of their lives (Carr, 1966). A rigid, very conservative dictatorship was maintained for decades, but little by little the country was incorporated into international organizations, and since 1975, a democratic monarchy was established in a peaceful manner, with the widespread support of all the political parties and the active participation of King Juan Carlos I.

The new democracy worked hard for its *aggiornamento*. Among other changes, a psychology degree was created in 1968, and in a very short time, a large number of professionals who were trained in universities could integrate a Psychological Association (Colegio de Psicólogos) that spread their knowledge to all the fields in society. On the other hand, a scientific association (Sociedad Española de Psicología) was soon complemented by a large number of specialized societies, and university departments and research centers increased their investigations and publications and came into contact with colleagues from abroad.

In 1994, the “Colegio de Psicólogos” hosted the IAAP congress in Madrid. Its bid was selected in 1988, in Sydney, and all the institutions worked hard to prepare the approaching Congress. The Local Executive Committee was chaired by José M. Prieto (b. 1949), a professor of personnel psychology at the Complutense University of Madrid, and a very active member for years in international committees and organizations. For instance, he has been IAAP secretary general (1998–2006) and has participated in many collective works on applied psychology.

The Scientific Committee was headed by José A. I. Carrobes, a professor in behavioral assessment and psychotherapy at the Madrid Autonomous University.

On the other hand, the IAAP Board of Directors was then chaired by Harry C. Triandis. Triandis (b. 1926), a Greek-born US psychologist, specialized in cross-cultural questions and labor psychology. He had a distinguished career in international associations, with many publications under his belt. He was elected IAAP president in 1990, finalizing his mandate in the Madrid Congress.

At a brilliant opening ceremony, there were welcome speeches by Presidents Triandis and Prieto, and the presentation of some honorary awards to C. Lévy-Leboyer, J. Misumi, and W. Schönplflug for their merits in professional life and/or some of their past contributions. Ballet and music completed the soirée.

## MEMBERS ATTENDING THE CONGRESS

It has been said that the total number of delegates attending the conference was 2,907, and the total number of contributors to the scientific program was 2,120; there was also a significant number of accompanying persons (Arnold, 1995).

In his report on the congress, Arnold offers figures on the relative volume of contributors according to their geographical precedence. “Spain led the way with around 30% of the delegates and almost 20% of the contributors to the scientific program. Europe (not including Spain) contributed about 32% of the delegates, North America about 18%, Asia/Australasia 10%, Central/South America 6%, the Middle East 2% (nearly all from Israel), and Africa also 2% (nearly all from South Africa)” (Arnold, 1995, p. 190). The uneven distribution is noteworthy and indicative of the various degrees of participation

of the different world areas in scientific events. Only six countries contributed with more than 100 delegates to the conference: Spain (884), US (377), UK (196), Canada (144), Japan (117), and the Netherlands (113).

## SCIENTIFIC PROGRAM

The program statistics are as follows: 75 keynote addresses and presidential addresses, 8 problem-resolution sessions, 224 symposia, 142 thematic sessions (consisting of 750 papers), and 663 posters (Arnold, 1995).

*Keynotes.* The countries of origin of the authors of these keynote addresses are of interest because they generally reflect the present status of the research. Checking this list, we find a total of 65 keynotes plus presidential addresses. Of them, the US offered 27 (41.5 %), whereas 20 countries produced 28 addresses (43%), almost exactly the same number as the first producer. Far from the top, the UK contributed four, and the Netherlands and Spain offered three each. The dominant position of US psychology in this dimension is clear.

Let us mention some of these lectures to get the flavor of the event: Ecology in the Mormons' world (I. Altman, US); Creativity in school work (R. Sternberg, US); Stress, emotion, health and psychological assessment (C. D. Spielberger, US); Ambulatory assessment (K. Pawlik, FRG); Psychology of mathematics (E. de Corte, Belgium); New psychotherapy (H. Fernandez Alvarez, Argentina); Educational psychology (I. Lundt, UK); Face recognition (R. Malpass, US); Action research (M. Montero, Venezuela); Brain, me, I (K. Pribram, US); Intelligence, news perspectives (M. Yela, Spain); Man-robot interaction (B. Velichovsky, Russia); and Second language learning (M. Siguan, Spain), among others.

Such a high number of lectures on general psychology could be seen as an indicator of a great presence of academic psychology in the program, which would add an important theoretical nature to the more applied studies that are common in these meetings.

*Symposia.* Another important section of the scientific content of the event corresponds to the group of symposia that were accepted by the scientific committee from the large group proposed. They were classified according to the divisions, as well as other psychological categories not included in any division. There were a total of 223 symposia, distributed as follows on this list of categories (see Table 8.3). The five top categories explain 60% of the total symposia: Organizational psychology (43), Educational psychology (25), Clinical psychology (23), Psychological assessment (22), and Health psychology (20). They clearly represent a standard image of applied psychology at that time. But the presence of other more theoretical branches is also interesting, such as the History of applied psychology (4) or Psychology and language (2). They point directly to the incorporation of theoretical viewpoints in a meeting like this one, dedicated to applied questions, but also open to other kinds of reflections and analyses.

## A CONTENT ANALYSIS

Arnold, in his report on the congress (Arnold, 1995), carried out an analysis of titles of symposia, keynote addresses, and thematic sessions – sessions integrating papers presented by individuals attending the congress and accepted by its scientific committee – to determine which concepts were most frequently mentioned by authors to describe their work. The most frequently quoted terms, placed at the top of the distribution, are presented in Table 8.3.

**Table 8.3** Terms Most Frequently Appearing in Paper Titles

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(Mental) health/illness	46
Applied/applications	45
(Cross)cultural	36
Organization/al	33
(Psycho)social	32
Issues	31
Assessment	29
Behavior/al	29
Work(place)(site)	29
Child(ren)/adolescent(s)(ce)	26
Research	26
International	25
Development/al	23
Education/al	23
Theory/theoretical	22
Environment/al	21
Clinical	20
Cognitive(ion)	20
(Psycho)therapy(eutic)	20

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In his comment, Arnold suggests:

*There is a strong emphasis on health and well-being, and not only in the health psychology segment of the Congress. This presents a sharp contrast to the modest incidence of “performance” [10 mentions], and he suggests that at present applied psychology is much more about how people feel than about how well they do... The high frequency of “organization”, “management”, and “work” and their derivatives attests to the prominence of issues concerning coordination of individuals and groups in the workplace. This was of course most evident in the Organizational Psychology part of the congress, but by no means confined to it.*

*Many elements of the scientific program also dealt explicitly with cultural, cross-cultural, and international issues, frequently involving comparisons between different countries and/or ethnic groups. It is worth noting that behavior, the phenomenon supposedly of most fundamental interest to psychologists, gets fewer mentions than “health” and “social” and the same number as “assessment.” The word “environment” and its derivatives were quite high up on the table of keywords. Social-cognitive models of the person are enjoying ascendancy at present, but “cognition” and its derivatives received fewer mentions than behavior, although more than “emotion” and “affect” combined.*

*The prominence of the word “theory” in the conference program titles suggests that applied psychologists are using coherent conceptual structures to tackle practical problems, which is presumably how most of us think it should be. Not surprisingly, the word “theory” was often accompanied by “application” in titles at the Congress.*

(Arnold, 1995, pp. 192–194)

A few traits could also be added to this picture. For instance, in the first and largest category, organizational psychology, no fewer than five symposia were dedicated to “leadership” (Ayman and Chemers, US; Bass, US; Varela and Vizcarro, Spain; Mayo and Pastor, US; Kanungo, Canada); in Clinical psychology, the concept of “therapy” – combined or in a simple way – was also frequently employed: psychotherapy research (Leung, Hong Kong), self and psychotherapy (Teicher, US), ontopsychological psychotherapy (Lorenzini, Italy), psychotherapy advances (Curtis, US), eclectic psychotherapy (Neil, Australia), but also child behavior therapy (Evans and Friedman, US) and biofeedback therapy (Carmagnani, Italy). And another curious fact: only in two cases was the name of an important psychologist mentioned in a title, those of Super and Vygotsky: “Use of WIS [Wechsler Intelligence Scales] instrumentation in practice: The application of Super’s theory” (Madill and Stevens, Canada), and “Application of Vygotsky’s ideas to education” (Medina, Mexico).

## **SUMMARY AND CONCLUSION**

The Arnold review of the event ends with some positive impressions of the richness of cultural information and the variety of topics perceived by some delegates he had asked in order to trace an impressionist landscape of the experience.

The presence of researchers who were offering complementary viewpoints of certain topics, based on their own experience and cultural tradition, added value to the rigor and quality of the work presented in symposia, posters, and communications.

People enjoyed the facilities and central location of the Madrid Palace of Congresses, and in many cases, they regretted the short time they could dedicate to exploring the capital and its surroundings because the meetings were greatly time consuming. But things were adequately prepared to attract new delegates and professionals for the next congress that would take place in San Francisco 4 years later.

## **SOME RELEVANT NAMES**

This event received great support from various groups of Spanish psychologists because the field had reached a high level of complexity since the 1970s, when the psychology degree was established in the country. Pioneers of the movement were Mariano Yela, Jose Luis Pinillos, and Miguel Siguán, who had created their respective groups in Madrid and Barcelona: the first was a well-known specialist in experimental psychology and factor analysis techniques, with remarkable research in intelligence and human abilities; the second was a promoter of personality studies and the knowledge and application of behavior therapies in the country; and the last one was an active researcher on social migrations and bilingualism in society. All three had a remarkable presence in the event (Carpintero, 1994). There were also several specialized researchers, members of the association, such as R. Fernández-Ballesteros, J. M. Peiró, E. Becoña, P. Hernandez, A. Ovejero, J. Mayor, J. J. Miguel-Tobal, J. Rodriguez Marin, G. Balagué, H. Carpintero, and M. Carretero.

Some people from Ibero-America attending the meeting were M. Montero, R. Diaz Guerrero, A. Biaggio, J. Ferreira Marques, H. Fernandez Alvarez, R. Ardila, R. Diaz-Loving, and many well-known international personalities such as R. Sternberg, J. D. Matarazzo, A. Puente, J. Berry, I. Lundt, C. Spielberger, E. Spaltro, Q. Jing, M. Eretz, P. Drenth, G. D. Ydewalle, H. J. Eysenck, E. Fleishman, K. Pribram, and T. Rothengather, among others.

## THE 24TH CONGRESS: SAN FRANCISCO 1998

Hosted by the American Psychological Association (APA) on behalf of the International Association of Applied Psychology, the 24th International Congress of Applied Psychology took place in San Francisco, California, August 9–14, 1998. It was the last worldwide congress of the IAAP to be held in the twentieth century. Its theme was “The Challenges for Applied Psychology: Bridging the Millennia.”

### THE SCENARIO

The choice of San Francisco as the congress site gave added value and significance to the conference because San Francisco is an open city located on the rim of the Pacific Ocean, where people of different ethnic groups live in harmony and peace. During World War II, San Francisco was a major port of embarkation for service members, and in 1945 it became the birthplace of the United Nations. San Francisco is also well known not only for its pleasant climate, its cool summers, fog, steep rolling hills, mixture of architectures, and landmarks, but also for the Golden Gate Bridge, its Chinatown district, the former Alcatraz Federal Penitentiary, and Fisherman’s Wharf, etc.

Originally it was a Spanish settlement explored and dominated since the sixteenth century by soldiers and conquerors like Hernan Cortés and Juan R. Cabrillo, and christianized by missionaries like Saint Junipero Serra, OFM (1713–1784) and other friars and Jesuits who established missions and introduced European civilization in those lands.

Eventually, the region was conquered by the United States in 1846. In 1906, a terrible earthquake followed by fire destroyed much of the city, but it was quickly rebuilt, hosting the Panama-Pacific International Exposition in 1915.

With its myriad hills, spectacular bay, Twin Peaks, Golden Gate, and rich culinary specialties, San Francisco excels due to its dynamic people, natural beauty, vibrant neighborhoods, and contagious energy and joyfulness facilities. With its uniquely picturesque design, its largest cultivated urban part, its notoriously steep streets, its famous cable cars, its remarkably diverse ethnic population, San Francisco is the city known for respect for and tolerance of diversity.

### THE ORGANIZATION AND THE ORGANIZERS

This congress of applied psychology was organized jointly by the APA and the IAAP. The APA took an active role in the organization, and it held its annual meeting following the applied one. This circumstance added an extra number of participants because the annual meeting of the APA always brings a very high volume of professionals and scientists to the event. The successful development of the congress was the result of at least 4 years of intensive planning and organization led by Joseph D. Matarazzo (president of the congress), Raymond D. Fowler (congress secretary-general), and Bernhard Wilpert (president of the IAAP). The Congress Organizing Committee was composed of R. Fowler, M. Bullock, E. Fleishman, J. Matarazzo, L. Porter, C. Spielberger, H. Triandis (US), and B. Wilpert (Germany). This committee had succeeded in designing programs that brought participants together to share knowledge, experience, and cutting-edge developments in applied psychology.

A few words about the two presidents. First, Joseph Matarazzo (b. 1925) is a well-known US Italian-born psychologist who has lived in the US since his school days. He



spent time in the US Navy, and then he graduated and specialized in clinical and health psychology. For many years, he was a professor at the Oregon Health Sciences University, as the head of the Department of Medical Psychology. He has been an APA president, and he has made significant contributions to clinical interviews, health psychology, and behavioral medicine. A noteworthy contribution was his “Behavioral health” (Cerezo-Resendiz & Hurtado-Rodriguez, 2011).

The IAAP president was then Bernhard Wilpert (1936–2007), a Polish-born German psychologist. He was a professor at the Berlin University of Technology for many years, and he did important research on organizational psychology, especially focusing on technological accidents and their social impact. He developed a vast international network of professionals and scientists and extended the limits of IAAP influence and intervention (Roe, 2008).

This international congress featured presentations at over 500 sessions on a wide array of topics, with presenters from all over the world. The opening ceremony was a successful event that included a sampling of American entertainment and a welcoming speech by San Francisco’s dynamic Mayor Willie Lewis Brown Jr. In that session, President Matarazzo presented the guiding theme of the congress: “The challenge for applied psychology: Bridging the millennium” or, in other words, the need to increase the responses that society is demanding from psychologists. President Wilpert analyzed his complex views on “Applied psychology: Past and future societal and scientific challenges” (Ayman & Connor, 2000). The closeness of the new millennium inspired a multiplicity of reflections on the possibilities and limitations of this applied knowledge.

## SCIENTIFIC CONTENT

The congress offered a broad spectrum of the scientific activities and expertise in different fields of applied psychology. Such activities would include 79 keynotes and presidential addresses, given by highly distinguished specialists, and the variety and diversity of 132 symposia, plus many individual papers and posters on these topics, offered by people attending the meeting, that had been accepted by the scientific committee.

This spectacular opening was aligned with the dimensions of the attendants: around 2,400 individuals from 92 different countries brought to the event the real climate of a global scientific milestone.

## KEYNOTE ADDRESSES

A very important number of *keynotes* made it possible to present interesting results of recent research, as well as reflections and critical comments on significant topics from the various specialties, by people with first-hand knowledge and personal experience in research. As on other occasions, speakers were chosen from among those who were outstanding international figures.

A selection of some of these contributions are the following: Personal initiative (M. Frese); Psychology and human potential development (C. Kagitcibasi, Turkey); Psychology as a profession in China (H. Zhang, China); American jury system (P. E. Ellsworth, US); Aggression on the road (D. Shinar, Israel); and Consequences of test interpretation and use: The fusion of validity and values in psychological assessment (S. Messick, US).

*Symposia* also reveal those areas and specialties that have been dominant, and in a certain way, the lines that are receiving special attention from professionals and

**Table 8.4** Classification of Symposia by Subjects

<b>Subject</b>	<b>Number of symposia</b>
Organizational Psychology	28
Psychological Assessment and Evaluation	8
Psychology and National Development	8
Environmental Psychology	7
Educational and School Psychology	17
Clinical Psychology	6
Gerontology Psychology	5
Health Psychology	10
Economic Psychology	6
Psychology and Law	12
Political Psychology	11
Sport Psychology	7
Traffic and Transportation Psychology	5
General Psychology	20

researchers in the different areas. It is interesting to see the classification offered in Table 8.4. It summarizes the 150 symposia organized during the congress. It shows organizational psychology and educational school psychology at the top of the distribution, whereas traffic and gerontology are at the bottom.

Let us mention here some of these symposia included in the table.

In Organizational Psychology, there are many questions posed; only the term “learning” appears on three occasions. Among other topics, attention was placed on Computer-Mediated Communication (W. Frindte, Germany), Leadership and Gender (J. Rosener, US), or Work Behavior in the Context of Life (R. Briner, England), among others.

In the case of Educational and School Psychology, another field with a large number of symposia, the most quoted term was “learning,” which is easily understandable. Other topics can be mentioned here, such as “Teachers’ Knowledge and Classroom Behaviors” (P. Jin, Australia), or School Adjustment of Ethnocultural Adolescents (J. Berry, Canada), among others.

Psychology and Law welcomed symposia, among other things, on Therapeutic Jurisprudence (B. Winick, US), Jury Selection (A. Memon, Canada), Children as Witnesses (G. Davies, England), or Forensic Psychophysiology (J. Furedy, Canada).

Symposia held in Political Psychology discussed topics such as the Increase in Terrorism (T. Iritani, Japan), Psychology and the United Nations (G. d’Ydewalle, Belgium), Terrorism and Peacemaking (C. Harari, US), or Children and Peace and War (L. Oppenheimer, Netherlands), etc.

In the Health Psychology field, most of the contributions were focused on the application of psychological methods and theories to public health challenges (B. Oldenburg, Australia), HIV and AIDS prevention (S. Pick, Mexico), or health and personnel adaptation (V. De Keyser, Belgium), among others.

Psychological Assessment and Evaluation Symposia considered several aspects of their field, such as psychological assessment and testing (A. Godoy, Netherlands),

cross-cultural assessment (R. K. Hambleton, US), or WIS instrumentation (J. Ferreira-Marques, Portugal), etc.

In the Psychology and National Development area, some classical themes like conceptions and attitudes concerning democracy (J. Torney-Purta, US) or psychological treatment of refugees (K. Peltzer, South Africa) were discussed, to mention only a few.

Regarding the field of Environmental Psychology, most of the symposia were centered on cities, identity and sustainability (D. Uzzel, England), person and environment perspectives (K. H. Craik, US), or restorative environment (T. Hartig, Netherlands), among others.

Symposia in Sport Psychology focused on other topics: sport and quality of life (M. Sorensen, Norway) and motivation in the physical domain (J. L. Duda, US).

Clinical Psychology questions included some works dedicated to affective problems in children (V. Del Barrio, Spain) or telehealth (A. Anker, US), among others.

Economic Psychology was one of the fields that had recently become a division, and it brought several relevant contributions to the congress on topics such as economic decision making (T. Tyszka, Poland) or morals, money, and markets (A. Lewis, England), etc.

A few symposia were dedicated to Gerontology, as in applied gerontology (E. Duran, US; J. Jackson, US).

Traffic and Transportation Psychology welcomed symposia on topics such as drivers' attitudes, behavior, and crash involvement (D. Parker, England) or community traffic-safety programs (B. E. Porter, US), etc.

Most of the symposia in the General Psychology category approached different issues such as women immigrants and refugees (E. Margaona, Brazil), stress, emotions and health (C. Spielberger, US), history of applied psychology (H. Carpintero, Spain), diversity and equity in military institutions (J. W. Berry, Canada), or social transformation (R. Dudley-Grant, Virgin Islands), etc.

The congress was both a reflection and revision of the century that had allowed an enormous expansion of knowledge and social interactions that brought applied psychology to its current point of development (Freedheim & Weiner, 2003). At the end of it a critical report was requested to a small committee, which was later published, and which included both positive and less positive aspects of the event (Fiedler, Merenda, & Morgan, 1999). At the same time, there was a hopeful look toward the future, firmly based in scientific advancement and the deepening of the moral commitment of this science to the vision of the person as a free and creative being (Ayman & Connor, 2001). At the end of the congress, the association could feel that it was entering the new millennium with a firm step.

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