Psychological Literacy

A First Approximation

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ABSTRACT: Reported here are the results of a study to determine which terms and concepts in psychology's basic subfields are judged to be of sufficient importance that they should be general knowledge within the psychological community, especially to students. Questionnaires containing 200–250 terms and concepts from each of 10 subfields of psychology were sent to authors of textbooks in those subfields with a request that they make such judgments in the form of ratings. Authors suggested additional terms that were the basis for a second questionnaire. The results have been compiled into tables of "Psychology's Top 100" concepts and of ranked lists of the 100 highest rated terms for each of the 10 subfield areas studied.

What are the nuggets in the mother lode of psychological knowledge? How would we know them when we saw them? Some time ago I saw these two questions as crucial to the identification of a general core of psychology that psychologists and their students might be expected to know. The reader will recognize in this concern the influence of E. J. Hirsch, whose book *Cultural Literacy: What Every American Needs To Know* caught the attention of the American public in 1987. Hirsch's thesis was that many Americans have not been provided with the educational background necessary to understand efforts at serious communication, in other words to be good citizens. What they need, according to Hirsch, is a knowledge base that is encompassed in a long list of terms, concepts, sayings, and people that is presented in the book.

Although Hirsch's thesis and his materials have been variously received, I found the general idea of a core of knowledge appealing; citizens are also needed in the psychological community. Perhaps U.S. colleges and universities might come to agree on a basic set of materials that psychology majors might be expected to master prior to their graduation. Students might be guided in their course selection by the idea that competence with a recognizable set of concepts and materials was the norm for graduate work or even for an undergraduate education. Not the least of the attractions of a core of psychological material is its explicit message—that psychology is much more than it has been portrayed—to a public that knows only the "junk" psychology propagated by the popular press. Psychologists would all agree that psychology has much to say in a large number of important and fascinating areas. But what are the more critical parts of these areas that an educated public should be apprised of?

Thus motivated, I undertook the task of developing a list of terms and concepts that our students should know. If not cultural literacy, I could at least aspire toward the identification of a measure of *psychological literacy.*

Study Details

In late 1988 I experimented with a pilot questionnaire to a group of college teachers of psychology. I was encouraged by enthusiastic expressions of interest in the project and from the feedback that my 200-item questionnaire required only 10–15 min to complete. With my confidence in the feasibility of the project bolstered, I embarked on a serious program of data collection. I had decided that my target group of participants should be textbook authors, those who had written in specific subfields. I made an arbitrary selection of subfields among those that constitute the core of most of our introductory textbooks. My list consists of abnormal, behavior, biological, cognitive, developmental, history and systems, statistics and methods, perception, personality, and social, 10 subfields in all.

I made some rather arbitrary decisions to deal with overlap of subfields, sometimes by excluding particular subareas from subfields, sometimes by including subareas in more than one subfield. The decision was a pragmatic one intended to keep the questionnaires in the several subfields roughly comparable in terms of numbers of items. Table 1 presents these subfields and their general domain description.

Using textbook glossaries and indexes and with the assistance of colleagues, I assembled 200–250 basic terms in each of these subfields. For this first approximation of a core subject matter, I tried not to include names, except in some instances in which a name was needed for identification (e.g., Fechner's law). I had no illusion that I had somehow managed to capture all of the terms and concepts that should be included in each subfield list, and so I invited respondents to provide additional terms that they felt should be added to the list. Many respondents

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Table 1
Subfield Descriptions

Subfield	Abbreviation	Description
Abnormal	ABNL	Functional disorders, organic disorders, therapies, psychoanalytic theory.
Behavior	BEHV	Animal learning and behavior, conditioning and learning phenomena, learning theory. Excludes verbal learning.
Biological	BIOL	Neuro-anatomy and -physiology (except sensory processes), biochemical approaches, drug action, organic disorders.
Cognitive	COGN	General cognitive, verbal learning, psycholinguistics, decision processes.
Developmental	DEVT	Life span development of everything. Personality theory, tests, intelligence, psychoanalytic theory.
History & Systems	HIST	History of psychology, older systems and theories, behavior theory and phenomena, philosophy of science.
Methodology & Statistics	METH	Statistics, research methodology, measurement theory, test theory, survey theory and methodology.
Perception	PERC	Perceptual processes, sensation, sensory mechanisms, sensory anatomy and physiology, psychophysics.
Personality	PERS	Personality theory, personality tests, intelligence, psychoanalytic theory.
Social	SOCL	Human emotion and motivation, small-group dynamics, interpretation of others, cultural influences, organizations.

did so, and the collected set of suggested terms for each subfield was included in a second questionnaire that was sent out to those authors who had responded to my original version.

For participants in the study, I collected a list of about 250 authors of current textbooks, attempting insofar as possible to have essentially the same number for each subfield. In some subfields, however, there are not many existing texts—perception and biological/physiological, in particular.

My concern was with conceptual issues, and I attempted to establish rating criteria that would focus my respondents on such issues. For example, I proposed that a rating of 5, the highest, should be given to those terms that every psychology baccalaureate should be able to discuss and relate to other terms; *to make knowledgeable statements about* was the way it was phrased in the instructions to the questionnaire. A rating of 4 should be given to terms that every psychology baccalaureate should recognize. The criteria are listed in Table 2 as they were presented to the participants. Admittedly, the criteria constitute a strangely concocted dimension, but it seemed to make sense to my respondents; I had only two comments on the rating scale.

The original round of questionnaires was sent in waves during the summer of 1988. Three follow-up letters, one including the original questionnaire, were sent during the fall of 1988 to authors who had not yet responded. Also, during the fall and winter the second round of questionnaires was sent; these included the subfield terms that had been suggested by those who had responded to the original questionnaire. Finally, two additional follow-up

Table 2
Criteria for Rating Terms

Rating	Criterion
Very important (5)	All psychology baccalaureates should be able to make knowledgeable statements about this term.
Important (4)	All psychology baccalaureates should, at a minimum, recognize this term.
Somewhat specialized (3)	But all psychology doctorates should be able to make knowledgeable statements about this term (and, of course, all above).
Specialized (2)	But all psychology doctorates should, at a minimum, recognize this term.
Overly specialized (1)	This is too specialized for general knowledge even at the doctoral level.

An earlier version of this article was presented as an invited address of Divisions 1 and 2 at the August 1989 meeting of the American Psychological Association in New Orleans.

I wish to thank all of the anonymous authors for their time, patience, and willingness to participate. My colleagues at George Mason University will also understand that I appreciate their help in compiling lists of terms. Last, the Beagle Brothers deserve thanks for their Timeout applications for the Appleworks program. Without these, the task would not have been attempted.

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Table 3
Number of Authors Sent Questionnaires (With Return Data)

Subfield	No. of authors	Returns	%	Second returns	%
Abnormal	23	11	48	—	—
Behavior	22	19	86	14	74
Biological/ Physiological	23	14	61	8	57
Cognition	32	18	56	14	78
Developmental	26	14	54	13	93
History	21	18	86	17	94
Methods/Statistics	32	23	72	23	100
Perception	17	13	76	9	69
Personality	26	12	46	—	—
Social	27	17	63	11	65
Total	249	159	64%	109	80%

letters were sent to nonresponders, one containing a second copy of the original questionnaire. Data about the number of questionnaires and response rates are included in Table 3. Overall, my response rate was 64% of the authors whom I was able to locate. Abnormal and Personality authors provided my lowest rates of return, and these respondents provided no additional terms to be rated; thus, there was no second questionnaire for these subfields. Upon receipt, data were entered into computer files separately for each subfield and then were subjected to analysis.

Analysis: Issues and Resolutions

I had originally thought that presentation of the results of the survey would be a straightforward matter. I would calculate the mean ratings for each item, collate all subfield lists, and then select those items with the highest mean ratings. It occurred to me that a list of "Psychology's Top 100" would be an admirable device for stimulating interest in the whole collection and the motivation that prompted it. The naiveté of such a presumption becomes apparent from the summary data of my original set of top 100 terms presented in Table 4 (the total is actually 113 because of ties). Of these highest rated terms, 42 are from the Methods/Statistics subfield. In retrospect this result is not too surprising. Virtually every psychology major is subjected to a course in statistics, and there are a substantial number of topics we all assume should have been mastered by our students as a result of that experience. Probably more psychology majors are confronted by these terms than any other (with the possible exception of psychoanalytic terminology). What was surprising to me even in retrospect, however, was the inclusion of only 1 term from Cognition in this original set.

Also presented in Table 4 are data on the number of items for each subfield that received an average rating of 5, and also those that received an average rating of better than 4.50. Clearly, for an item to average 5.0, every rater had to rate it 5.0. Finding 10 or more psychologists who are unanimous about anything clearly represents a major achievement, but it happened in the Statistics subfield! Note that only five terms are rated higher than 4.5 in Cognition, whereas 69 are so rated in Methods/Statistics.

The imbalance between subfields presents a problem in credibility. It did not seem to me to be possible that psychologists in general would stand for a list of Psychology's Top 100 terms in which 42 were from Methods/Statistics. My solution, as will be seen later, was to compose the list by selecting the top 10 terms from each of the subfields.

Before looking at those, however, I will first consider a problem raised by the analysis—why does cognition, which is clearly a dominant research area at present, fare so poorly as a subfield? Why do authors in cognition seem to give us the impression that there are few terms in the cognitive area that every undergraduate psychology major should know about?

My pursuit of an answer to this question led me to perform a number of supplemental analyses of my data. In general, these analyses did not lead to any new insights about cognitive psychology. It seems to be common knowledge, of course, that cognitive psychology is a confused conglomeration with little consensus about subject matter. For example, White (1985) compared the references of seven undergraduate cognitive psychology textbooks and found that only 144 of the total 3,200 references were cited in at least four of the texts. Only 19 publications were included in all seven of the texts! My data indicated only that the mean rating of my Cognition authors was lower than that of any other subfield, a symptom, if not a satisfactory explanation.

More central to the thrust of this article than these ancillary findings, however, are the ratings of the terms and their associated rankings. These are presented in two ways. First, in Table 5, I provide a list of Psychology's Top 100 composed of the 10 most highly rated terms from each of the 10 subfields. These are given in alpha-

Table 4
Highly Rated Terms

Subfield	"Top 100"	5.00	>4.50
Abnormal	20	3	34
Behavior	15	3	27
Biological/Physiological	5	0	22
Cognition	1	0	5
Developmental	6	1	12
History	9	0	16
Methods/Statistics	42	10	69
Perception	7	1	38
Personality	4	2	21
Social	4	0	12
Total	113	20	256

(*text continues on page 900*)

Table 5
Psychology's "Top 100" Terms/Concepts (In Alphabetical Order)

Term	Rating	Subfield	Term	Rating	Subfield
Absolute threshold	4.92	PERC	Hypothesis testing	5.00	METH
Action potential	4.71	BIOL	Id	4.73	PERS
Aggression	4.75	DEVT	Independent variable	5.00	METH
Anxiety	5.00	ABNL	Infant–mother attachment	4.67	DEVT
Anxiety disorder	4.91	ABNL	Information-processing approach	4.50	COGN
Artificial intelligence	4.56	COGN	Instrumental behavior	4.89	BEHV
Associationism	4.83	HIST	Intelligence	4.64	DEVT
Attachment	5.00	DEVT	Intelligence quotient	4.69	HIST
Attitude change, factors influencing	4.76	SOCL	Introversion–extraversion	4.64	PERS
Attitudes and behavior	4.71	SOCL	Just noticeable difference	4.77	PERC
Attribution theory	4.65	SOCL	Law of effect	4.84	BEHV
Avoidance learning	4.79	BEHV	Long-term memory	4.89	COGN
Binocular depth cues	4.77	PERC	Longitudinal research	4.64	DEVT
Central nervous system	4.93	BIOL	Meaning	4.44	COGN
Cerebellum	4.71	BIOL	Mental illness	4.91	ABNL
Cerebral cortex	4.86	BIOL	Mental imagery	4.39	COGN
Cerebral hemispheres	4.86	BIOL	Milgram's obedience experiment	4.59	SOCL
Childhood, characteristics of	4.71	DEVT	Nature–nurture controversy	4.86	DEVT
Classical conditioning	5.00	BEHV	Neocortex	4.71	BIOL
Cognitive development	4.86	DEVT	Neurotransmitter	4.88	BIOL
Cognitive dissonance theory	4.82	SOCL	Normal distribution	5.00	METH
Conditioned stimulus	4.74	BEHV	Operant conditioning	5.00	BEHV
Conditioned reflex	4.94	HIST	*Origin of Species*	4.79	BEHV
Conformity	4.65	SOCL	Personality	5.00	PERS
Consciousness	4.80	HIST	Phobia	4.82	ABNL
Contrast	4.67	PERC	Placebo effect	4.82	ABNL
Control group	5.00	METH	Positive reinforcement	4.93	BEHV
Correlation coefficient	5.00	METH	Prejudice	4.76	SOCL
Correlational method	4.65	SOCL	Prosocial behavior	4.81	SOCL
Dendrite	4.71	BIOL	Psychoanalytic theory	4.82	PERS
Deoxyribonucleic acid (DNA)	4.71	BIOL	Psychosis	4.91	ABNL
Dependent variable	5.00	METH	Psychosomatic disorders	4.91	ABNL
Depression	4.82	ABNL	Psychotherapy	5.00	ABNL
Depth perception	4.92	PERC	Rehearsal	4.39	COGN
Determinism	4.78	HIST	Reinforcement	5.00	BEHV
Developmental stages, theories of	4.93	DEVT	Right hemisphere	4.71	BIOL
Distance cues	4.69	PERC	Sample	5.00	METH
Ego	5.00	PERS	Semantic memory	4.39	COGN
Electroencephalograph	4.71	BIOL	Serial position function	4.50	COGN
Empiricism	4.78	HIST	Short-term memory	4.61	COGN
Etiology	5.00	ABNL	Significance level	5.00	METH
Evolution and functionalism	4.78	HIST	Significant difference	5.00	METH
Experimental group	5.00	METH	Social influence	4.67	SOCL
Extinction	4.89	BEHV	Socialization	4.93	DEVT
Forgetting curve	4.67	COGN	Socioeconomic status	4.64	DEVT
Free association	4.73	PERS	Traits	4.67	PERS
Free recall	4.50	COGN	Unconscious	4.75	PERS
Frequency (audition)	4.77	PERC	Unconscious motivation	4.67	PERS
Gestalt principles of organization	5.00	PERC	Visual angle	4.69	PERC
Gestalt psychology	4.78	HIST	Visual depth perception	4.75	PERC

Note. PERC = perception; BIOL = biological; DEVT = developmental; ABNL = abnormal; COGN = cognitive; HIST = historical; SOCL = social; BEHV = behavior; METH = methodology; PERS = personality.

Table 6
First 100 Terms/Concepts

Abnormal						Behavior					
Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating
1	Anxiety	5.00	51	Infantile autism	4.36	1	Classical conditioning	5.00	51	Satiation	3.93
2	Etiology	5.00	52	MMPI	4.36	2	Operant conditioning	5.00	52	Autonomic conditioning	3.89
3	Psychotherapy	5.00	53	Obsessive–compulsive personality	4.36	3	Reinforcement	5.00	53	Conditioned emotional response	3.89
4	Anxiety disorder	4.91	54	Psychotropic drugs	4.36	4	Positive reinforcement	4.93	54	Two-factor theory, avoidance lrng	3.86
5	Mental illness	4.91	55	Autism	4.27	5	Extinction	4.89	55	Intervening variables	3.83
6	Psychosis	4.91	56	Claustrophobia	4.27	6	Instrumental behavior	4.89	56	Biofeedback	3.79
7	Psychosomatic disorders	4.91	57	Client-centered therapy	4.27	7	Punishment	4.84	57	Cognitive maps	3.79
8	Depression	4.82	58	Deinstitutionalization	4.27	8	Law of effect	4.84	58	Compound stimuli	3.79
9	Phobia	4.82	59	Insanity defense	4.27	9	Avoidance learning	4.79	59	Preparedness	3.79
10	Placebo effect	4.82	60	Transference	4.27	10	*Origin of Species*	4.79	60	Conditioned inhibition	3.74
11	Acute schizophrenia	4.73	61	Withdrawal symptoms	4.27	11	Conditioned stimulus	4.74	61	Connectionism (neural modeling)	3.74
12	Affective disorder	4.73	62	Agoraphobia	4.18	12	Discrimination learning	4.74	62	Experimental analysis of behavior	3.74
13	Antisocial personality	4.73	63	Catatonic schizophrenia	4.18	13	Experimental extinction	4.74	63	Learned helplessness	3.74
14	Ego	4.73	64	Counterconditioning	4.18	14	Unconditioned response	4.74	64	Opponent process theory (Solomon)	3.74
15	Primary prevention	4.73	65	Dysfunctional	4.18	15	Unconditioned stimulus	4.74	65	Second-order conditioning	3.74
16	Defense mechanism	4.64	66	Functional psychosis	4.18	16	Contingencies of reinforcement	4.71	66	Connectionism (Thorndike)	3.71
17	Delusion	4.64	67	M'Naughton rule	4.18	17	Reflex	4.64	67	Expectancy theory	3.71
18	*DSM-III*	4.64	68	Neurology	4.18	18	Schedules of reinforcement	4.64	68	Intertrial interval	3.71
19	Hallucination	4.64	69	Premorbid	4.18	19	Behavior modification	4.63	69	Neutral stimulus (Pavlov)	3.71
20	Medical model	4.64	70	Psychodynamic therapy	4.18	20	*Empirical law of effect*	4.63	70	Selection by consequences	3.69
21	Paranoia	4.64	71	Repression	4.18	21	Habituation	4.63	71	Sensitization	3.68
22	Prognosis	4.64	72	Schizoid personality	4.18	22	Stimulus generalization	4.58	72	SS vs. SR learning	3.68
23	Symptom	4.64	73	Stress-related disorders	4.18	23	Pavlovian vs. Thorndikean learning	4.58	73	Successive approximation	3.68
24	Systematic desensitization	4.64	74	Trauma	4.18	24	Conditioned fear	4.57	74	Voluntary–involuntary distinction	3.67
25	Chronic schizophrenia	4.55	75	Biological therapy	4.10	25	Homeostasis	4.56	75	Insight learning (Köhler)	3.64
26	Desensitization	4.55	76	Compulsive personality	4.09	26	Generalization gradient	4.53	76	Blocking	3.63
27	Epidemiology	4.55	77	Group therapy	4.09	27	Stimulus control	4.53	77	Desensitization	3.63
28	Manic–depressive disorder	4.55	78	Hallucinogens	4.09	28	Behavior therapy	4.47	78	*The Behavior of Organisms*	3.63
29	Neurosis	4.55	79	Hysteria	4.09	29	Conditioned reinforcement	4.47	79	Variable-interval schedule	3.63
30	Paranoid schizophrenia	4.55	80	Organic brain disorders	4.09	30	Response shaping	4.47	80	Approach–avoidance conflict	3.61
31	Projection	4.55	81	Remission	4.09	31	Instinct	4.37	81	Fixed action pattern	3.59
32	Psychogenic	4.55	82	Transient situational disorder	4.09	32	Partial reinforcement effect	4.37	82	Superstitious behavior	3.58
33	Syndrome	4.55	83	Transvestism	4.09	33	Negative transfer	4.29	83	Two-process theory of learning	3.58
34	Tranquilizer	4.55	84	Ambivalence	4.00	34	Secondary reinforcement	4.26	84	Animal concept learning	3.57
35	Bipolar disorder	4.45	85	Attention deficit disorder	4.00	35	Deprivation	4.21	85	Elicitation	3.57
36	Compulsion	4.45	86	Conversion disorders	4.00	36	Imprinting	4.16	86	Magnitude of reward	3.57
37	Multiple personality	4.45	87	Depressants	4.00	37	Learning–performance distinction	4.16	87	Response competition	3.57
38	Nondirective therapy	4.45	88	ECT	4.00	38	Brain stimulation	4.14	88	Autoshaping	3.53
39	Obsession	4.45	89	Endogenous factors	4.00	39	Delay of reinforcement	4.14	89	Behavioral modeling	3.53
40	Personality disorder	4.45	90	Essential hypertension	4.00	40	Primary reinforcement	4.11	90	Garcia-Koelling experiment	3.53
41	Psychoactive drug	4.45	91	Family therapy	4.00	41	Species-specific behavior	4.11	91	Latent learning	3.53
42	Psychopathic personality	4.45	92	Hebephrenic schizophrenia	4.00	42	Selective attention	4.07	92	Learning sets	3.53
43	Psychosurgery	4.45	93	Hyperactivity	4.00	43	Taste-aversion learning	4.05	93	Orienting reflex	3.53
44	Sociopathic personality	4.45	94	Passive–aggressive personality	4.00	44	Trial-and-error learning	4.05	94	Conditioned drug tolerance	3.50
45	Case history	4.36	95	Precipitating cause	4.00	45	Spontaneous recovery	4.00	95	Circadian rhythms	3.47
46	Delusion system	4.36	96	Premature ejaculation	4.00	46	Animal cognition	4.00	96	Conditioned suppression	3.47
47	Delusional disorders	4.36	97	Process schizophrenia	4.00	47	Skinner box	3.95	97	Fixed ratio schedule	3.47
48	Denial	4.36	98	Reaction formation	4.00	48	Skinner's radical behaviorism	3.95	98	Rescorla-Wagner theory	3.44
49	Ego-defense mechanism	4.36	99	Secondary gain	4.00	49	Continuous reinforcement (CR)	3.93	99	Exploration	3.43
50	Electroconvulsive therapy	4.36	100	Secondary prevention	4.00	50	Negative reinforcement	3.93	100	Generalization decrement	3.43

(table continued)

Table 6 (*continued*)

Biological						Cognitive					
Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating
1	Central nervous system	4.93	51	Broca's aphasia	4.21	1	Long-term memory	4.88	51	Reconstructive processes	3.82
2	Neurotransmitter	4.88	52	Electrical stimulation of the brain	4.21	2	Forgetting curve	4.65	52	Brown-Peterson paradigm	3.81
3	Cerebral cortex	4.86	53	Endocrine gland	4.21	3	Short-term memory	4.65	53	Mental chronometry	3.81
4	Cerebral hemispheres	4.86	54	Excitatory synapse	4.21	4	Consciousness	4.57	54	Computer metaphor	3.79
5	Action potential	4.71	55	Psychotropic drugs	4.21	5	Artificial intelligence	4.53	55	Procedural knowledge	3.76
6	Cerebellum	4.71	56	Adopted-child studies	4.15	6	Free recall	4.50	56	Echoic memory	3.75
7	Dendrite	4.71	57	Antianxiety drugs	4.14	7	Information-processing approach	4.47	57	Object permanence	3.75
8	Deoxyribonucleic acid (DNA)	4.71	58	Corpus callosum	4.14	8	Serial position function	4.47	58	Formal operations	3.73
9	Electroencephalograph	4.71	59	Dopamine	4.14	9	Meaning	4.41	59	Autobiographical memory	3.71
10	Neocortex	4.71	60	Endorphins	4.14	10	Mental imagery	4.41	60	Control processes	3.71
11	Right hemisphere	4.71	61	Estrous cycle	4.14	11	Rehearsal	4.41	61	Linguistic relativity	3.71
12	Gene	4.64	62	Glial cells	4.14	12	Visual imagery	4.41	62	Semantic coding	3.71
13	Hormones	4.64	63	Reticular activating system	4.14	13	Attention	4.35	63	State-dependent learning	3.71
14	Parietal lobe	4.64	64	Testosterone	4.14	14	Immediate memory span	4.35	64	Representativeness bias	3.69
15	REM sleep	4.64	65	Acetylcholine	4.12	15	Memory span	4.35	65	Assimilation (Piagetian)	3.67
16	Estrogen	4.57	66	Addiction	4.12	16	Recall vs. recognition	4.35	66	Problem-solving set	3.65
17	Frontal lobe	4.57	67	Drive	4.08	17	Recency effect	4.35	67	Tip-of-the-tongue phenomenon	3.65
18	Hypothalamus	4.57	68	Ventricles	4.08	18	Semantic memory	4.35	68	Whorfian hypothesis	3.65
19	Occipital lobe	4.57	69	Bipolar disorder	4.07	19	Cocktail-party phenomenon	4.29	69	Spreading activation	3.64
20	Parasympathetic nervous system	4.57	70	Brainstem	4.07	20	Magical number seven	4.29	70	Gambler's fallacy	3.62
21	Sympathetic nervous system	4.57	71	Cochlea	4.07	21	Organization of memory	4.29	71	Accomodation (Piagetian)	3.60
22	Autonomic nervous system	4.50	72	Dominant gene	4.07	22	Pattern recognition	4.29	72	Declarative knowledge	3.59
23	Chromosome	4.50	73	Myelin sheath	4.07	23	Primacy effect	4.29	73	Dichotic listening	3.59
24	Gonads	4.50	74	Psychodelic drugs	4.07	24	Selective attention	4.29	74	Eyewitness testimony	3.59
25	Left hemisphere	4.50	75	Sensorimotor cortex	4.07	25	Top-down approach	4.29	75	Learning strategies	3.59
26	Synaptic junction	4.50	76	Alcohol addiction	4.00	26	Bottom-up approach	4.18	76	Metamemory	3.59
27	Limbic system	4.43	77	All-or-none law	4.00	27	Internal representation	4.18	77	Metaphor	3.54
28	Psychoactive drug	4.43	78	Alpha waves	4.00	28	Levels-of-processing framework	4.18	78	Choice reaction time	3.53
29	Androgens	4.36	79	Dorsal root	4.00	29	Sensory store	4.18	79	Cognitive skills	3.53
30	Broca's area	4.36	80	Engram	4.00	30	Episodic memory	4.12	80	Concept identification/formation	3.53
31	Circadian rhythm	4.36	81	Lithium	4.00	31	Mnemonic techniques	4.12	81	Connectionism (neural modeling)	3.53
32	Down's syndrome	4.36	82	Membrane potential	4.00	32	Schema theory	4.12	82	Concrete operations	3.53
33	Epilepsy	4.36	83	Pleasure centers of the brain	4.00	33	Working memory	4.06	83	Hierarchical organization of memory	3.53
34	Genotype	4.36	84	Psychosomatic disorders	4.00	34	Chunk hypothesis	4.00	84	Mental rotation	3.53
35	Peripheral nervous system	4.36	85	Thalamus	4.00	35	Cognitive dissonance	4.00	85	Semantic priming	3.53
36	Pituitary gland	4.36	86	Chromosomal anomalies	4.00	36	Elaborative rehearsal	4.00	86	Categorical perception	3.47
37	Prefrontal cortex	4.31	87	Hallucinogens	4.00	37	Retroactive interference	4.00	87	Confidence judgment	3.47
38	Prefrontal lobotomy	4.36	88	Petit mal seizure	4.00	38	Parallel processing	3.94	88	Encoding specificity principle	3.47
39	Depolarization	4.29	89	Stroke	4.00	39	Proactive interference	3.94	89	Expectation and attention	3.47
40	Paradoxical sleep	4.29	90	Antagonist	3.93	40	Semantic network	3.94	90	Rote memorization	3.47
41	Parkinsonism	4.29	91	Graded potentials	3.93	41	Automatization	3.88	91	Transformational grammar	3.47
42	Slow wave sleep	4.29	92	Hyperphagia	3.93	42	Iconic memory	3.88	92	Eidetic imagery	3.44
43	Split brain research	4.29	93	Microelectrode	3.93	43	Limited capacity model	3.88	93	Recognition of faces	3.41
44	Hallucination	4.25	94	Primary motor cortex	3.93	44	Metacognition	3.88	94	Stroop effect	3.41
45	Plasticity	4.25	95	Self-stimulation	3.93	45	Retrieval process	3.88	95	Illusory correlation	3.40
46	Anterograde amnesia	4.21	96	Cerebrovascular accident	3.93	46	Spreading activation	3.88	96	Automatic encoding	3.36
47	Antidepressant drugs	4.21	97	Congenital defect	3.93	47	Heuristics and biases	3.87	97	Implicit learning	3.35
48	Antipsychotic drugs	4.21	98	Wernicke's aphasia	3.93	48	Coding strategies	3.82	98	Natural concepts	3.35
49	Aphasia and apraxia	4.21	99	Dyslexia	3.88	49	Deep structure	3.82	99	Paired-associated learning	3.35
50	Behavior genetics	4.21	100	Norepinephrine	3.86	50	Maintenance rehearsal	3.82	100	Speech perception	3.35

Table 6 (*continued*)

Developmental						History/Systems			
Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating
1	Attachment	5.00	51	Intelligence and ageing	4.07	1	Conditioned reflex	4.94	51	Cognitive revolution	4.07
2	Developmental stages, theories of	4.93	52	Psychometric tests	4.07	2	Classical conditioning	4.88	52	Philosophy of science	4.07
3	Socialization	4.93	53	Separation anxiety	4.07	3	Reinforcement	4.88	53	Discrimination	4.06
4	Cognitive development	4.86	54	Cohort differences	4.00	4	Associationism	4.83	54	Phrenology	4.06
5	Nature–nurture controversy	4.86	55	Depression	4.00	5	Consciousness	4.80	55	Reflex-arc concept	4.06
6	Aggression	4.75	56	Ego	4.00	6	Determinism	4.78	56	Anthropomorphism	4.00
7	Childhood (characteristics)	4.71	57	Emotion, theories of	4.00	7	*Empiricism*	4.78	57	Operational definition	4.00
8	Infant–mother attachment	4.67	58	Identity formation	4.00	8	Evolution and functionalism	4.78	58	Stream of consciousness	4.00
9	Intelligence	4.64	59	Metamemory	4.00	9	Gestalt psychology	4.78	59	*The Behavior of Organisms*	4.00
10	Longitudinal research	4.64	60	Object permanence	4.00	10	Intelligence quotient	4.69	60	Ethology	3.94
11	Socioeconomic status	4.64	61	Wechsler intelligence scales	4.00	11	Scientific method	4.67	61	Habit	3.94
12	Chronological age	4.57	62	Achievement vs. aptitude	3.93	12	Environmentalism	4.61	62	Humanistic psychology	3.94
13	Critical periods	4.50	63	Behavior genetics	3.93	13	Functionalism	4.61	63	Information theory	3.94
14	Cross-sectional research	4.50	64	Conventional morality	3.93	14	Psychophysics	4.61	64	Law of parsimony	3.94
15	Formal operational stage	4.50	65	Postconventional morality	3.93	15	Mind–body problem	4.56	65	Methodological behaviorism	3.94
16	Maturation	4.50	66	Unconscious	3.92	16	Introspection	4.53	66	*Positivism*	3.94
17	Psychoanalytic theory	4.50	67	Achievement tests	3.86	17	Fechner's law	4.50	67	Client-centered theory	3.93
18	Naturalistic observation	4.46	68	Competence–performance distinction	3.86	18	Localization of function	4.50	68	Copernican revolution	3.89
19	Assimilation (Piagetian)	4.43				19	Nativism vs. empiricism	4.50	69	Epistemology	3.89
20	Formal-operational thinking	4.43	69	Dizygotic twins	3.86	20	Tabula rasa	4.47	70	Mechanism	3.89
21	Intelligence quotient (IQ)	4.43	70	Identification, Freudian theory	3.86	21	Cerebral localization	4.41	71	Operationism	3.89
22	Observational learning	4.43	71	Preconventional morality	3.86	22	Hypothetico–deductive method	4.41	72	Reflex concept, history of	3.89
23	Personality	4.43	72	Psychosexual stages	3.86	23	Survival of the fittest	4.39	73	Verifiability/refutability	3.89
24	Sex differences in development	4.43	73	Achievement motivation	3.79	24	Unconditioned response	4.39	74	Atomism	3.88
25	Stages of moral reasoning	4.43	74	Defense mechanisms	3.79	25	Unconditioned stimulus	4.39	75	Cognitive map	3.88
26	Family influences	4.38	75	Developmental task	3.79	26	Insight learning	4.38	76	Law of effect	3.88
27	Life span development	4.38	76	Schizophrenia	3.79	27	British empiricism	4.33	77	Psychic reflex	3.88
28	Accommodation (Piagetian)	4.36	77	Stanford-Binet intelligence scale	3.79	28	Mind–brain dualism	4.33	78	Absolute threshold	3.83
29	Concrete operational stage	4.36	78	Plasticity	3.77	29	*Structuralism*	4.33	79	James-Lange theory of emotion	3.83
30	Genetics and personality traits	4.36	79	Ethological theory	3.75	30	Phenomenology	4.31	80	Phi phenomenon	3.83
31	Mental retardation	4.36	80	Ageing, biological changes	3.71	31	Figure–ground phenomena	4.28	81	Higher order conditioning	3.82
32	Stress	4.33	81	Oedipal conflict	3.71	32	Instinct theory	4.28	82	*The Mentality of Apes*	3.82
33	Accommodation	4.31	82	Sex differences in cognition	3.71	33	Trial-and-error learning	4.28	83	Relativism	3.81
34	Conservation (Piagetian)	4.29	83	Nativism	3.69	34	Ebbinghaus' forgetting curve	4.25	84	S-O-R psychology	3.78
35	Gender identity	4.29	84	Sociability	3.69	35	Generalization	4.22	85	Extinction ratio	3.76
36	General intelligence (g)	4.29	85	Teratogen	3.69	36	Wundt's "physiological psychology"	4.22	86	*Purposive Behavior in Animals & Men*	3.76
37	Monozygotic twins	4.29	86	Crystallized intelligence	3.64	37	Heliocentric theory	4.19			
38	Self-concept	4.29	87	Delay of gratification	3.64	38	Transfer of training	4.19	87	Theoretical construct	3.75
39	Social learning theory	4.29	88	Ecological validity	3.64	39	Principle of equipotentiality	4.18	88	*Expression of Emotion in Animals & Men*	3.72
40	Stage of formal operations	4.29	89	Fluid intelligence	3.64	40	Eugenics	4.17			
41	Twin studies	4.29	90	Personality assessment	3.64	41	Falsifiability/refutability	4.17	89	Morgan's canon	3.72
42	Information-processing theory	4.23	91	Traits	3.64	42	Innate ideas	4.17	90	Empty organism	3.71
43	Peer influences	4.23	92	Children at risk	3.62	43	Rationalism	4.17	91	Fractional anticipatory goal resp.	3.71
44	Prenatal development	4.23	93	Empiricism	3.62	44	Weber's law	4.17	92	Habit strength	3.71
45	Age and intelligence	4.21	94	Metacognition	3.62	45	Homeostasis	4.12	93	Peripheral theory of thinking	3.71
46	Modeling	4.21	95	Permissive parent	3.62	46	Faculty psychology	4.11	94	Idiographic approach	3.69
47	Identity crisis	4.14	96	Altruism	3.57	47	Gestalt field theory	4.11	95	Social learning theory	3.69
48	Bonding	4.07	97	Id	3.57	48	Just-noticeable difference	4.11	96	Aristotle's laws of association	3.67
49	Classical conditioning and fear	4.07	98	Introversion–extraversion	3.57	49	Neobehaviorism	4.11	97	Explanation by mechanism	3.67
50	Infant perceptual ability	4.07	99	Introvert	3.57	50	Reductionism	4.11	98	Explanation vs prediction	3.67
			100	Menopause	3.57				99	Holism	3.67
									100	"New look" in perception	3.67

(*table continued*)

Table 6 (*continued*)

Methods/Statistics						Perception					
Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating
1	Control group	5.00	51	Proportions	4.65	1	Gestalt principles of organization	5.00	51	Trichromatic-color theory	4.38
2	Correlation coefficient	5.00	52	Ratio scale	4.65	2	Absolute threshold	4.92	52	Binocular parallax	4.33
3	Dependent variable	5.00	53	Standardized scores	4.65	3	Depth perception	4.92	53	Divided attention	4.33
4	Experimental group	5.00	54	Two-tailed test	4.64	4	Binocular depth cues	4.77	54	Fechner's law	4.33
5	Hypothesis testing	5.00	55	Analysis of variance	4.61	5	Frequency (audition)	4.77	55	Shape constancy	4.33
6	Independent variable	5.00	56	Continuous variable	4.61	6	Just noticeable difference	4.77	56	Visual field	4.33
7	Normal distribution	5.00	57	Degrees of freedom	4.61	7	Visual depth perception	4.75	57	Auditory localization	4.31
8	Sample	5.00	58	Independence (probability)	4.61	8	Distance cues	4.69	58	Convergence	4.31
9	Significance level	5.00	59	Sampling distribution	4.61	9	Visual angle	4.69	59	Distal vs. proximal stimuli	4.31
10	Significant difference	5.00	60	Bimodal distribution	4.57	10	Contrast	4.67	60	Eardrum	4.31
11	Central tendency	4.96	61	One-tailed test	4.57	11	Binocular disparity	4.62	61	Feature detector	4.31
12	Correlation vs. causation	4.96	62	Percentile rank	4.57	12	Color blindness	4.62	62	Kinesthesis	4.31
13	Descriptive statistics	4.96	63	Standard error	4.57	13	Dark adaptation	4.62	63	Motion parallax	4.31
14	Inferential statistics	4.96	64	Independent events	4.55	14	Differential threshold	4.62	64	Mueller-Lyer illusion	4.31
15	Mean	4.96	65	Histogram	4.52	15	Hue	4.62	65	Principle of closure	4.31
16	Null hypothesis	4.96	66	Linear relationship	4.52	16	Perceptual set	4.62	66	Principle of proximity	4.31
17	Randomization	4.94	67	Percentile score	4.52	17	Stereopsis	4.62	67	Proprioception	4.31
18	Median	4.91	68	Scatter diagram	4.52	18	Visual receptive fields	4.62	68	Texture gradient	4.31
19	Random sampling	4.91	69	Skewed distributions	4.52	19	Linear perspective	4.58	69	Visual cliff	4.31
20	Standard deviation	4.91	70	ANOVA	4.50	20	Pure tone	4.58	70	Blind spot	4.25
21	Interaction	4.87	71	Quantitative variables	4.50	21	Opponent proc. theory, color vision	4.56	71	Luminance	4.25
22	Statistic	4.86	72	Discrete variable	4.48	22	Apparent motion	4.54	72	Color circle	4.23
23	Mode	4.83	73	Dispersion	4.48	23	Cone	4.54	73	Object constancy	4.23
24	Operational definition	4.83	74	*F* distribution	4.48	24	Distance perception	4.54	74	Rods	4.23
25	Reliability	4.83	75	Internal validity	4.48	25	Lens	4.54	75	Stroboscopic motion	4.23
26	Validity	4.83	76	Mean square	4.48	26	Loudness	4.54	76	Context effects	4.22
27	Alpha (statistics)	4.78	77	Ordinal scale	4.48	27	Photopic vision	4.54	77	Frequency theory of hearing	4.22
28	Alternative hypothesis	4.78	78	Qualitative variables	4.45	28	Retina	4.54	78	Receptor field	4.22
29	Confidence intervals	4.78	79	Nominal scale	4.43	29	Retinal disparity	4.54	79	Hair cells	4.17
30	Experimental control	4.78	80	Regression to the mean	4.43	30	Simultaneous contrast	4.54	80	Additive color mixture	4.15
31	Population	4.78	81	Construct validity	4.39	31	Weber's fraction	4.54	81	Color constancy	4.15
32	Population mean	4.78	82	Frequency polygon	4.39	32	Afterimage	4.50	82	Decibel	4.15
33	Population variance	4.78	83	Naturalistic observation	4.39	33	Brightness	4.50	83	Duplicity theory of vision	4.15
34	Scatterplot	4.78	84	Nonparametric tests	4.39	34	Perceptual organization	4.50	84	Inner ear	4.15
35	*t* ratio	4.78	85	Standard error of the difference	4.39	35	Binocular fusion	4.46	85	Interposition	4.15
36	Variance	4.78	86	Completely randomized design	4.36	36	Brightness constancy	4.46	86	Tachistoscope	4.15
37	Frequency distribution	4.74	87	Counterbalancing	4.35	37	Figure–ground relationships	4.46	87	Place theory of hearing	4.11
38	Product–moment correlation	4.74	88	Cumulative frequency distribution	4.35	38	Fovea centralis	4.46	88	Proximal stimulus	4.11
39	*t* distribution	4.74	89	Curvilinear relationship	4.35	39	Intensity	4.46	89	Retinal ganglion cell	4.11
40	Type I error	4.74	90	Quasi-experimental design	4.35	40	Pupil	4.46	90	Unconscious inference	4.11
41	Type II error	4.74	91	Standardized test	4.35	41	Signal-detection theory	4.46	91	*d'*	4.08
42	*Z* score	4.74	92	Test–retest method	4.35	42	Size constancy	4.46	92	Cocktail-party phenomenon	4.08
43	Critical region	4.73	93	Double blind test	4.30	43	Recognition	4.43	93	Gradient of texture	4.08
44	Generalizability of results	4.72	94	Face validity	4.30	44	Discrimination	4.42	94	Middle ear	4.08
45	Sample size	4.70	95	Parameter	4.30	45	Cochlea	4.38	95	Nanometer	4.08
46	Standard normal distribution	4.70	96	Probability distribution	4.30	46	Complementary colors	4.38	96	Necker cube	4.08
47	Range	4.67	97	Test–retest reliability	4.30	47	Lateral inhibition	4.38	97	Olfactory system	4.08
98	Confounded variable	4.65	98	Data vs. datum	4.26	48	Limen	4.38	98	Scotopic vision	4.08
49	*F* ratio	4.65	99	Intervening variable	4.26	49	Phi phenomenon	4.38	99	Semicircular canals	4.08
50	Interval scale	4.65	100	Power of a test	4.26	50	Reversible figure	4.38	100	Autokinetic movement	4.00

Table 6 (*continued*)

Personality						Social					
Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating	Rank	Term	Rating
1	Ego	5.00	51	Identity crisis	4.18	1	Cognitive dissonance theory	4.82	51	Experimenter expectancies	4.00
2	Personality	5.00	52	Inferiority complex	4.18	2	Prosocial behavior	4.81	52	Heider's attribution theory	4.00
3	Psychoanalytic theory	4.82	53	Nomothetic approach	4.18	3	*Attitude change, factors influencing*	4.76	53	*Locus of control*	4.00
4	Unconscious	4.75	54	Reality testing	4.18	4	Prejudice	4.76	54	Person perception	4.00
5	Free association	4.73	55	Expectancies	4.17	5	Attitudes and behavior	4.71	55	Scapegoating	4.00
6	Id	4.73	56	Extraversion–intraversion	4.17	6	Social influence	4.67	56	Self-attribution	4.00
7	Traits	4.67	57	Monozygotic twins	4.17	7	Attribution theory	4.65	57	Social cognition	4.00
8	Unconscious motivation	4.67	58	Twin studies	4.17	8	Conformity	4.65	58	Authoritarian personality	3.94
9	Introversion–extraversion	4.64	59	Delay of gratification	4.09	9	Correlational method	4.65	59	Cohesiveness	3.94
10	Depression	4.60	60	Genetics and personality traits	4.09	10	Milgram's obedience experiment	4.59	60	Frame of reference	3.94
11	Modeling	4.58	61	Genital stage	4.09	11	Social comparison theory	4.56	61	Group decisions	3.93
12	Observational learning	4.58	62	*Humanistic theories*	4.09	12	Causal attribution	4.53	62	James–Lange theory	3.89
13	Personality assessment	4.58	63	Intrapsychic conflict	4.09	13	Debriefing	4.50	63	Balance theory	3.88
14	Reaction formation	4.57	64	Penis envy	4.09	14	Discrimination	4.47	64	Comparison level	3.88
15	Defence mechanisms	4.55	65	Primary process	4.09	15	Placebo effect	4.47	65	Foot-in-the-door effect	3.88
16	Instincts in Freudian theory	4.55	66	Longitudinal research	4.08	16	Social learning theory	4.47	66	Gender differences, cognitive	3.88
17	Oedipal conflict	4.55	67	Need for achievement	4.08	17	Self-concept	4.44	67	*Impression management*	3.88
18	Oral stage	4.55	68	Schizophrenia	4.08	18	Frustration–aggression hypothesis	4.41	68	Inpression formation	3.88
19	Projection	4.55	69	Stanford Binet intelligence scale	4.08	19	Fundamental attribution error	4.41	69	Interrater reliability	3.88
20	Repression	4.55	70	Vicarious learning	4.08	20	Emotion	4.38	70	Nonverbal communication	3.88
21	*Sublimation*	4.55	71	Achievement tests	4.00	21	Personality	4.38	71	Social exchange theory	3.88
22	Intelligence	4.50	72	Anal stage	4.00	22	Arousal and emotions	4.35	72	Social facilitation	3.88
23	Nature–nurture controversy	4.50	73	Catharsis	4.00	23	Attitude scales	4.35	73	Social norm	3.88
24	Projective techniques	4.50	74	Freudian dream symbols	4.00	24	Observational learning	4.35	74	Gender identity	3.82
25	Self-concept	4.50	75	Idiographic approach	4.00	25	Stereotypes	4.35	75	Kelley's attribution theory	3.82
26	Extravert	4.45	76	Latency period	4.00	26	*Persuasion, resistance to*	4.31	76	Role expectations	3.82
27	Freudian slips	4.45	77	Preconscious	4.00	27	Diffusion of responsibility	4.30	77	Ethnocentrism	3.76
28	Pleasure principle	4.45	78	Socialization	4.00	28	Personality–situation interaction	4.30	78	Mere exposure effect	3.76
29	Psychoanalytic therapy	4.45	79	Systematic desensitization	4.00	29	Attribution of responsibility	4.29	79	Misattribution of arousal	3.76
30	Social learning theory	4.45	80	Thematic Apperception Test	4.00	30	Obedience to authority	4.29	80	Primacy effect	3.76
31	Introvert	4.42	81	General intelligence (g)	3.92	31	Self-esteem	4.29	81	Prisoner's dilemma	3.76
32	Self-actualization	4.42	82	Hierarchy of motives	3.92	32	Socialization	4.29	82	Reciprocity norm	3.76
33	Identification, Freudian theory	4.36	83	Achievement motivation	3.91	33	Bystander effect	4.24	83	Role conflict	3.76
34	Libido	4.36	84	Castration anxiety	3.91	34	Schachter's experiment on emotions	4.24	84	Situational attribution	3.76
35	*Psychosexual stages*	4.36	85	*Client-centered therapy*	3.91				85	Social desirability	3.76
36	Reality principle	4.36	86	Culture-fair test	3.91	35	Sex role socialization	4.24	86	Sociobiology	3.76
37	Intelligence quotient (IQ)	4.33	87	Eros	3.91	36	Leadership	4.20	87	Intergroup behavior	3.73
38	Identity formation	4.30	88	Subconscious	3.90	37	Demand characteristics	4.18	88	Adaptation level	3.71
39	Catharsis	4.29	89	Trait anxiety	3.90	38	Psychological reactance	4.18	89	Base-rate information	3.71
40	MMPI	4.27	90	Approach–avoidance conflict	3.83	39	Groups, characteristics of	4.13	90	*Compliance versus conformity*	3.71
41	Phallic stage	4.27	91	Cognitive development	3.83	40	Helping behavior	4.13	91	Deindividuation	3.71
42	Reaction formation	4.27	92	Dizygotic twins	3.83	41	Group dynamics	4.12	92	Dispositional attribution	3.71
43	Regression	4.27	93	Emotion (theories of)	3.83	42	Learned helplessness	4.12	93	Likert scale	3.71
44	*Self-efficacy expectations*	4.27	94	Frustration–aggression hypothesis	3.83	43	Role playing	4.12	94	Manipulation check	3.71
45	Transference	4.27	95	Intrinsic motivation	3.83	44	Interpersonal attraction	4.11	95	Norm of reciprocity	3.71
46	Classical conditioning and fear	4.25	96	Life span development	3.83	45	Modeling	4.10	96	Semantic differential technique	3.71
47	Maturation	4.25	97	Manifest content	3.83	46	Social support	4.10	97	Empathy	3.70
48	Naturalistic observation	4.25	98	Collective unconscious	3.82	47	Self-fulfilling prophecy	4.08	98	Intrinsic motivation	3.70
49	Ego psychology	4.20	99	*Ego control*	3.82	48	Pygmalion in the classroom	4.06	99	Status	3.67
50	Phallic symbol	4.20	100	Electra crisis	3.82	49	Attractiveness	4.00	100	Affective–cognitive consistency	3.65
						50	Equity theory	4.00			

betical order. Then, in Table 6, the 100 most highly rated terms for each subfield are presented in order of their ranking within the subfield. Whenever ties occur within a subfield, the terms are alphabetized within the set of tied scores.

Afterthoughts

Having done all of this, and having thought continually about the project throughout process, I am hesitant to attribute any profound meaning or hidden implication to these results. My feelings are manifested in the title of the article; this is a first approximation toward identifying a comprehensive and irreducible knowledge base for psychology that could have many desirable consequences. Yet, even now the message is clear: Here are psychological terms that subfield experts declare to be of sufficient importance that they should be generally known to the psychological community, particularly to students. As a *first approximation* implies, however, there is work yet to be done. I would welcome suggestions about future directions for which this work might serve as a springboard. The problems are certainly well-known. Where do we go from here?

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