



University of Haifa



Minerva Stiftung Gesellschaft  
für die Forschung m.b.H



Technion

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**Max-Wertheimer Minerva Center for  
Cognitive Processes and Human Performance**

**Program on the Occasion of the Third Advisory Council Meeting  
(March 29-31, 2000)**

**Wednesday, March 29 - University of Haifa**

**Review of Research**

09:45-10:00	Opening
10:00 -11:30	Prof. Asher Koriat <i>Monitoring and Control Processes in Cognition and Behavior</i>
11:30 - 12:00	Coffee Break
12:00 - 13:30	Dr. Joel Norman <i>The Dual-Process Approach to Perception: Some Implications</i>
13:30 - 15:00	Lunch Break

**Visits to Labs**

15:00 - 17:00	Visit to labs and students demonstrations
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**Thursday, March 30 - Technion**

**Review of Research**

09:00-10:30	Prof. Daniel Gopher <i>Control Processes and Skill Acquisition</i>
10:30-11:00	Coffee Break
11:00-12:30	Prof. Ido Erev <i>Cognitive Game Theoretic Analysis of Behavior</i>
12:30-13:30	Lunch Break

**Visits to Labs**

13:30-15:30	Visit to labs and students demonstrations
15:30-16:00	Coffee break

**Guest Lecture**

16:00-17:30	Prof. Mitchell Ash, University of Vienna <i>Max Wertheimer and Gestalt Psychology After 1933: Continuity and Change.</i> (Abstract in the next page).
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**Friday March 31 - Technion**

9:00-12:00	Advisory Council Meeting
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## Max Wertheimer and Gestalt Psychology After 1933 – Continuity and Change

Presentation to the Third Scientific Meeting of the  
Max Wertheimer Minerva Center  
for Cognitive Processes and Human Performance  
Haifa, Israel, March 30, 2000

Professor Mitchell G. Ash  
University of Vienna

The presentation begins with a brief summary of the careers of Max Wertheimer and Gestalt psychology before 1933. The primary argument here is that Max Wertheimer – trained as he was in both philosophy and experimental psychology, during a period in which the foundations of modern culture appeared to be in question – developed the basic principles of Gestalt psychology in an effort to unify epistemology and natural science by radically revising the conceptual and methodological assumptions of both fields.

The second part of the talk details the circumstances of Wertheimer's forced emigration from Germany in 1933 due to the Nazi takeover of power, and his success in establishing a small but devoted following at the New School for Social Research in New York.

The third and most important part of the talk discusses the ways in which Wertheimer continued the lines of theory and research that he had begun long before 1933, while at the same time addressing fundamental issues posed by his own experience as an emigre and also responding to the challenge of American Neo-Behaviorist learning theory. In connection with the latter issue the work of Wertheimer's associates Abraham Luchins, George Katona and others will be discussed as well.

The fourth and final part presents a preliminary assessment of the short-term and longer-term impacts of Wertheimer's ideas and research in cognitive science.