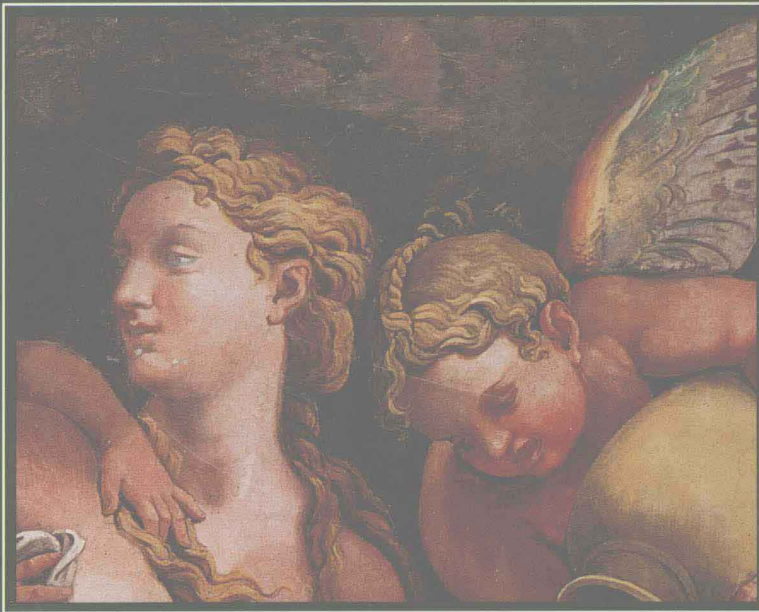


B. R. HERGENHAHN

An Introduction to
the History of Psychology

Third Edition



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B. R. HERGENHAHN

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*Dedicated to Linda J. Samson
with love and appreciation*

Preface

As for the first two editions of *An Introduction to the History of Psychology*, the primary purpose of the third edition is to provide introductory students with a comprehensive overview of the history of psychology. This purpose is achieved by showing that most of the concerns of contemporary psychologists are manifestations of themes that have been part of psychology for hundreds, or even thousands, of years. Major changes made in this edition include the following:

- Chapter 1: Discussions of Feyerabend's philosophy of science, James's distinction between hard and soft determinism, and the concept of reification were added; emergentism was added to the possible mind-body relationships.
- Chapter 2: The coverage of Aristotle's thoughts on dream analysis was expanded.
- Chapter 3: The coverage of Pyrrho of Elis was revised and expanded; Augustine's analysis of the experience of time was added.
- Chapter 4: The coverage of Erasmus was revised and expanded; a section on Montaigne was added; the coverage of Bruno and Galileo was revised; the coverage of Bacon was revised and expanded.
- Chapter 5: Locke's views on education and J. S. Mill's views on the emancipation of women were added; the coverage of Mach's positivism was expanded.
- Chapter 6: The material on phrenology was moved to chapter 8.
- Chapter 7: The coverage of Nietzsche was revised and expanded.
- Chapter 8: A section on Ladd-Franklin was added; the material on phrenology was expanded; a discussion of Broca's misguided attempt to relate intelligence and brain size was added; material on Weber and Fechner was revised and expanded.
- Chapter 9: The name of the chapter was changed to more accurately reflect its contents. Wundt's use of introspection was clarified; anecdotes concerning Titchener's authoritarian style were added; a section on Titchener's paradoxical relationship with women psychologists was added; the section describing the reasons for the decline of structuralism was moved from the end of the chapter to the end of the section on Titchener; a section on Stumpf's role in exposing the Clever Hans phenomenon was added; a section on Vaihinger's philosophy of "as if" was added.
- Chapter 10: The biographical information on Darwin was expanded; the section on Cattell was revised and expanded; coverage of Terman's study of gifted individuals was expanded; a section on Hollingworth's views on the proper education of gifted children was added; a section on Herrnstein and Murray's views on intelligence was added.
- Chapter 11: A section on Calkins was added; the coverage of Hall was revised and expanded; the coverage of Cattell was shortened; the meaning of Morgan's canon was clarified; a section on Washburn was added; an explanation as to why Thorndike's theory was referred to as "connectionism" was added.
- Chapter 12: The biographical information on Pavlov was expanded.

- Chapter 13: A section on latent extinction was added to the coverage of Tolman; the coverage of Bandura was deleted; the coverage of Skinner was revised and expanded.
- Chapter 14: The biographical information on Wertheimer was expanded; the suggestion that Köhler was a German spy during World War I was explored; Köhler's criticisms of psychophysics and IQ testing were added. The coverage of Lewin's concept of life space was expanded and the discussion of topology and hodological space was deleted; the work of Lashley was deleted from this chapter.
- Chapter 15: A new section on witch-hunts was added; the coverage of Paracelsus and Rush was revised; the section on Charcot was expanded to sample his many neurological accomplishments and to demonstrate how his proposed explanation of hysteria and hypnotic phenomena significantly influenced Freud.
- Chapter 16: The name of the chapter was changed to more accurately reflect its contents; the account of Breuer's treatment of Anna O. was revised; a section questioning the originality of Freud's analysis of dreams was added; the section on the Oedipus complex was revised; the sections on Freud's theory of personality and the psychosexual stages of development were shortened and tightened; material on the female Oedipus complex was expanded; material on Freud's views on feminine psychology was added; a section questioning the reality of repressed memories was added; a section on Anna Freud was added; the material on Adler was revised.
- Chapter 17: A section on the importance of myth was added to the coverage of May; the material on Kelly was revised and expanded; a section on transpersonal psychology was added to the coverage of Maslow; the material on Rogers was revised and expanded.
- Chapter 18: A section tracing the tension between pure, scientific and applied psychology was added; the section on the controversy concerning the training of clinical psychologists was revised and expanded; the material on psychology's two

cultures was reduced; a section on cognitive psychology was added that traces the development of contemporary cognitive psychology; the coverage of Piaget was significantly pared down; the section on artificial intelligence was shortened; a section on psychobiology was added that includes the work of Lashley, Hebb, and Sperry; a section on new connectionism was added; a section on behavioral genetics was added that includes ethology, sociobiology, Chomsky's analysis of language, the Brelands' analysis of animal behavior, and the work of Bouchard and his colleagues showing the genetic influence on intelligence and personality; the section on psychology's status as a science was revised and expanded.

New to this edition is an appendix, *Significant Individuals and Events in the History of Psychology*. Presented as a chronology, the appendix lists individuals and events and gives a brief resume of their contributions to the history of psychology, from the ancient Greeks to our current time.

Test Bank

The *Test Bank* provides two multiple-choice tests for each of the 18 chapters, so that different tests can be administered even if the course is offered more than once per year. There are from 64 to 168 items per chapter, for a total of 1,580 items.

Acknowledgments

I thank Donald H. McBurney of the University of Pittsburgh for pointing out several inaccuracies in the previous edition of this text, especially those related to my coverage of Fechner's psychophysics. I also thank Allen Esterson for calling to my attention many problems associated with Freud's account of what supposedly occurred during his interactions with his patients. A lengthy exchange of information with Esterson resulted in a significant modification of (and hopefully an improvement in) the chapter on psychoanalysis. Finally, I thank George Windholz for sharing his unrivaled knowledge of Pavlov with me.

I would like to express my appreciation to the following individuals who reviewed this text and made many important suggestions for improvement:

Susan Baillet, University of Portland; Stephen R. Coleman, Cleveland State University; Eileen Gavin, College of St. Catherine; John P. Hall, Texas Wesleyan University; Lucie Johnson, Bethel College; John Kelton, Davidson College; Michael Mahoney, University of North Texas; John P. McLaughlin, University of Delaware; Merle J. Moskowitz, University of Pittsburgh; Craig Nagoshi, Arizona State University; Howard Rosenblatt, University of Evansville; Edward R. Stearns, California State University, Fullerton; W. Scott Terry, University of North Carolina, Charlotte; Todd Zakrajsek, Southern Oregon State College; Michael D. Zeiler, Emory University; and Leonard Zusne of Vancouver, Washington. Although the recommendations of the reviewers greatly improve the present edition, I alone am responsible for any shortcomings that remain.

Publishing a book is very much a team effort, and I was fortunate to be a member of a team that combined cordiality, efficiency, and effectiveness.

The key members of this team included Jamie Sue Brooks, senior production editor at Brooks/Cole; Detta Penna, of Penna Design and Production; Barbara Kimmel, copyeditor; and Kathy Lee, proofreader. My thanks to all these individuals for helping to create what, hopefully, is an outstanding book.

I would once again like to express my deep gratitude to Linda Samson, who typed several drafts of this edition, typed all correspondence related to the manuscript, proofread the page proofs, wrote and typed the name index, and typed the subject index and the instructor's manual. Linda works with quiet, pleasant efficiency. It is to Linda that this book is dedicated.

Last, I would like to express my continuing appreciation to Neil R. Bartlett who instilled in me, as a graduate student at the University of Arizona, an interest in the history of psychology that has never wavered.

B. R. Hergenhahn

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Introduction

The way psychology has been defined has changed as the focus of psychology has changed. At various times in history, psychology has been defined as the study of the psyche or the mind, of the spirit, of consciousness, and more recently as the study of, or the science of, behavior. Perhaps, then, we can arrive at an acceptable definition of modern psychology by observing the activities of contemporary psychologists.

- Some seek the biological correlates of mental events such as sensation, perception, or ideation.
- Some concentrate on understanding the principles that govern learning and memory.
- Some seek to understand humans by studying nonhuman animals.
- Some study unconscious motivation.
- Some seek to improve industrial-organizational productivity, educational practices, or child-rearing practices by utilizing psychological principles.
- Some attempt to explain human behavior in terms of evolutionary theory.
- Some attempt to account for individual differences among people in such areas as personality, intelligence, and creativity.
- Some are primarily interested in perfecting therapeutic tools that can be used to help individuals with mental disturbances.
- Some focus on the information-processing techniques that people use in adjusting to the environment or in problem solving.
- Still others study how humans change over the course of their lives as a function of maturation and experience.

These are just a few of the activities that engage contemporary psychologists.

Clearly, no single definition of psychology can take into consideration the wide variety of activities engaged in by the more than 142,000 members and affiliates of the American Psychological Association, not to mention the many other psychologists around the world. It seems best to say simply that psychology is defined by the professional activities of psychologists. These activities are characterized by a rich diversity of methods, topics of interest, and assumptions about human nature. A primary purpose of this book is to examine the origins of modern psychology and to show that most of the concerns of today's psychologists are manifestations of themes that have been part of psychology for hundreds or, in some cases, thousands of years.

Problems in Writing a History of Psychology

Historiography is the study of the proper way to write history. The topic is complex, and there are no final answers to many of the questions it raises. In this section, we offer our answers to a few basic questions that must be answered in writing a history.

Where to Start

Literally, *psychology* means the study of the psyche, or mind, and this study is as old as the human species. The ancients, for example, attempted to account for dreams, mental illness, emotions, and fantasies. Was this psychology? Or did psychology commence when explanations of human cognitive