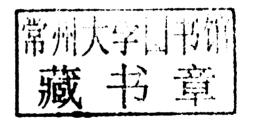


ANNOTATED READINGS IN THE HISTORY OF MODERN PSYCHOLOGY

C. JAMES GOODWIN

Western Carolina University





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PREFACE

It is not uncommon for instructors in the history of psychology course to ask students to read original writings by the great men and women in psychology's past. It is one thing to read about William James, the argument goes, but there is no substitute for reading William James himself. Traditionally, this strategy has meant assigning a book of readings or producing a list of readings for students to hunt down in the library. Today, the typical strategy is to direct students to original writings in psychology via the internet (e.g., electronic versions of articles via the university library's website), and this easy availability of original sources via electronic means has rendered the traditional book of readings obsolete. Both hard copies of readings and electronic versions of the same material share one serious drawback, however. For both, students are left on their own to read and comprehend what is often very difficult material for them. For one thing, the readings were not written for a student audience but for the professional peers of the writer, so the level of reading difficulty tends to be high. In addition, the materials were written at a particular time and place in psychology's history, and understanding the points made in the piece usually requires that the student know something of the historical context in which the article or book was written and something about the writer of the piece. Stylistic conventions in place at the time the material was written may also make comprehension difficult. This book of annotated readings is an attempt to solve these problems.

Each of the thirty-six chapters is this reader includes substantial excerpts from important books and papers in psychology's history, but the chapters also include my own narrative, interspersed with passages from the original source, designed to make it easier for students to comprehend the material. I will give the reader some information about the writer of the piece, describe the importance of the work for psychology's history, put the selection into its historical context, and try to explain or elaborate upon some of the more difficult passages. My narrative also serves to connect different segments of the selection.

The decisions about what to include in this annotated reader have been driven by two main considerations. The first, of course, is relevance—if students are only going to read a limited sample of the important writings in psychology's history, some care must be taken to choose important works. I cannot claim to have made the choices in an entirely systematic fashion, but I have taught this course for over twenty-five years, written a textbook for the course, and experience tells me that some choices are obvious (e.g., Ebbinghaus on memory, Watson's "behaviorist manifesto"). In addition, I examined tables of contents of textbooks other than my own to look for references to writings that might be close to universal (e.g., William James on emotion, something by Freud).

A second criterion that I used was readability. Some readings that I might have included were left out because they were either extremely tedious to read or, in my judgment, very difficult for students to understand (main criterion: I know that if I had trouble, then students would probably have even more difficulty).

This book could be used as a stand-alone text for a capstone course in psychology that focuses on history, for a first-year graduate seminar in psychology, or, most likely, as a supplement to a main text in the undergraduate history of psychology course. Cost considerations might make it difficult to justify using both this reader and a large history text, but there are several fine concise histories of psychology, most notably Ludy Benjamin's *A Brief History of Modern Psychology* (Wiley/Blackwell, 2007).

I would very much appreciate your feedback about this reader. I can be reached here: jgoodwin@wcu.edu.

ACKNOWLEDGMENTS

My graduate training was in the experimental psychology of memory, but I was fortunate enough to have a dissertation director, Darryl Bruce, with a true love of history. While teaching me to be a good scientist, he was also convincing me of history's great truth—you cannot understand the present without knowing the past. So, to my Canadian mentor Darryl, now retired in beautiful Nova Scotia, I owe a debt that I will never be able to repay.

I have come to think of myself as a "Wiley" author, this being my third book with them. Special appreciation goes to psychology editor Chris Johnson, who has been consistently supportive of all my projects; and assistant editor Eileen McKeever, whose enthusiasm, good cheer, and sharp mind have been largely responsible for this book being in your hands today. Thanks also go to Katie Boilard of Pine Tree Composition, Inc., who coordinated the production process with great skill and grace.

Finally, a tip of the hat to the reviewers for this reader, who included. Danny Benbassat, Ohio Northern University; Stewart W. Ehly, University of Iowa; Carlos A. Escoto, Eastern Connecticut State University; Paul M. Galvin, Framingham State College; Janet L. Kottke, California State University in San Bernadino; Paul Kulkosky, Colorado State University; Ronald B. McCarver, University of Alabama; Brady Phelps, South Dakota State University; John K. Robinson, Stony Brook University; Thomas H. Schilling, Fitchburg State College; Debra Swoboda, York College, and Andrew Jordan Wright, Columbia University.

CHAPTER PREVIEWS

RATIONALIST AND EMPIRICIST EPISTEMOLOGIES

CHAPTER 1 RENÉ DESCARTES (1596–1650): Mind-Body Interactionism
CHAPTER 2 JOHN STUART MILL (1806–1873): British Empiricism Firsthand

Included in this section are readings by the foremost advocate of the philosophical position called rationalism, René Descartes, and by the leading British empiricist of the nineteenth century, John Stuart Mill. The Descartes selection focuses on his argument for the validity of a rationalist strategy (the only way to certain knowledge is through the use of reason), his ideas on how the mind and body interact, and his famous model of reflex action. The Mill selection is from his autobiography, where he describes how his father (James Mill), also a well-known British empiricist, raised him. The empiricist tradition assumes an empty mind at birth, with the "blank slate" filled in with life's experiences. As you will learn from the reading, John Stuart Mill's childhood was spent having his blank slate filled daily.

NINETEENTH CENTURY STUDIES OF THE BRAIN

CHAPTER 3 FRANÇOIS MAGENDIE (1783–1855): The Bell-Magendie Principle
CHAPTER 4 PAUL BROCA (1824–1880): The Case of "Tan"

The readings in this section are prominent examples of nineteenth century physiological research on the workings of the brain and nervous system. The Bell-Magendie principle, which, as you will learn, should probably be called the Magendie principle, has to do with spinal cord functioning, and resulted from a brilliant series of surgical studies by the talented French surgeon, François Magendie. In the second reading, you will learn about a famous case study that led to the labeling of "Broca's area," that portion of the left frontal cortex that concerns the production of language.

THE "NEW PSYCHOLOGY" EMERGES

CHAPTER 5 WILHELM WUNDT (1832–1920): A New Scientific Psychology HERMANN EBBINGHAUS (1850–1909): On Memory

The official "founding" of modern psychology is said to have been in 1879, when the German scientist Wilhelm Wundt established a laboratory of experimental psychology at Leipzig. The first reading in this section is from an introductory text by Wundt, in which he outlined what this new psychology was and which methods it used to achieve its goals. The second selection is from a contemporary of Wundt's, Hermann Ebbinghaus, who was trained in philosophy but used experimental methods in the first systematic study of human memory. The reading highlights the Ebbinghaus method and some of his results, including a famous one on the time course of forgetting.

COMPARATIVE PSYCHOLOGY

CHAPTER 7 WILLARD S. SMALL (1870–1943): Inventing Maze Learning EDWARD L. THORNDIKE (1874–1949): Cats in Puzzle Boxes

One of the consequences of Darwin's theory of evolution was a strong interest in the study of animal behavior. "Comparative" psychology developed as an attempt to examine species differences in various abilities, with an eye toward making inferences about the evolution of ability, and this section includes two well-known studies. The first, by Willard Small of Clark University, was the first published study of rats learning a maze, a methodological tradition that later became standard in research in the behaviorist tradition. The Thorndike study also has become a classic, a systematic examination of learning, in which cats gradually learned to escape from crude puzzle boxes through trial and error.

AMERICAN PIONEERS

CHAPTER 9 WILLIAM JAMES (1842–1910): On Consciousness and Emotion MARY WHITON CALKINS (1863–1930): Experiments on Association

In 1903, James McKeen Cattell surveyed psychologists, asking them to rank their peers for eminence. Not only did Harvard's William James of achieve the top ranking, he was ranked first on every ballot that Cattell received. James' most famous work, sometimes considered the most important book ever published in psychology, is his two-volume *Principles of Psychology*, which appeared in 1890. The first selection includes excerpts from two of the chapters of a briefer version of this famous book—the topics considered are consciousness and on emotion. Mary Calkins, a student (informally—Harvard did not officially admit women at the time) of James in the early 1890s, became the first woman president of the American Psychological Association (APA) in 1905. The second

reading is from what would have been her doctoral dissertation, if Harvard granted them to women then. It is a memory study that examined the factors affecting association strength and developed the "paired associates" method, which later became a standard technique in memory research.

STRUCTURALISM AND FUNCTIONALISM

CHAPTER 11 E. B. TITCHENER (1867–1927): A Structural Psychology

JAMES ROWLAND ANGELL (1869–1949): A Functional Psychology

Two so-called "schools" of psychology in the United States at the turn of the twentieth century were structuralism and functionalism. Structuralists were interested in analyzing mental processes in order to reduce them to their simplest elements (e.g., sensations). Functionalists, influenced by evolutionary thinking, were more concerned with how mental processes served to adapt the individual to the environment. The great structuralist was E. B. Titchener of Cornell and the first selection, from one of his textbooks, provides a good introduction to structuralist thinking. The second selection is from the APA presidential address of James Angell of the University of Chicago, which was a center of functionalist thinking. It became known as the first clear description of functionalist ideas.

GESTALT PSYCHOLOGY

CHAPTER 13 KURT KOFFKA (1886–1941): Gestalt Psychology and Perception WOLFGANG KÖHLER (1887–1967): Problem Solving in Apes

While structuralists and functionalists were arguing with each other, gestalt psychology was developing in Germany, under the leadership of Max Wertheimer (normally considered the founder of the movement), Kurt Koffka, and Wolfgang Köhler. It eventually reached the United States, in force, in the late 1920s and 1930s, when its leading exponents emigrated from Germany, in part because of the growing threat from Nazism. The famous gestalt catch phrase was "the whole is greater than the sum of its parts." The first reading is from a paper by Koffka that introduced most American psychologists to gestalt ideas when it first appeared in an American journal in 1922. The second selection is from a book on problem solving in apes. It summarized a classic series of studies by Köhler, who argued that apes were capable of insightful problem solving.

NATURE/NURTURE

CHAPTER 15 FRANCIS GALTON (1822–1911): The Inheritance of Mental Ability **CHAPTER 16** HENRY H. GODDARD (1866–1957): The Kallikak Study

One of psychology's enduring issues is the degree to which behavior is influenced by heredity or environment—the nature-nurture issue. In the first selection, Frances Galton (Darwin's cousin) took a firm stand on the side of heredity,

arguing that human mental ability had little to do with upbringing and everything to do with heredity. On the basis of his beliefs, Galton became an advocate for eugenics (a term he created), the deliberate attempt to shape traits by such tactics as selective breeding. In the United States, Henry Goddard had a similar opinion about mental capacity and set about to investigate the inherited effects of disability by completing a genealogical study of a young institutionalized "feebleminded" woman given the pseudonym Deborah Kallikak. The second reading tells the story of the Kallikak family.

ORIGINS OF BEHAVIORISM

CHAPTER 17 IVAN PAVLOV (1849–1936): Conditioned Reflexes
JOHN BROADUS WATSON (1878–1958): A Behaviorist Manifesto

The Russian physiologist Ivan Pavlov first became an international figure when he won a Nobel Prize in 1904 for his work on the physiology of digestion. Yet as every introductory psychology student knows, he became central to psychology's history by carefully studying what he called "psychical reflexes" (e.g., a dog salivating before the food was placed in its mouth), in the process creating a conditioning paradigm that became indispensable to behaviorist research. The first selection, from a translation of a set of lectures he gave in the 1920s, describes some of Pavlov's work. The second selection is one of psychology's most famous papers, delivered in 1913 by John Watson of Johns Hopkins University, in which he explicitly rejected both structuralist and functionalist psychologies in favor of a new approach—behaviorism. As much as any of his work, this paper earned Watson the title of "founder" of behaviorism.

EVOLUTION OF BEHAVIORISM

CHAPTER 19 EDWARD C. TOLMAN (1886–1959): Cognitive Maps
CHAPTER 20 B. F. SKINNER (1904–1990): An Experimental Analysis of Behavior

Following Watson, behaviorism evolved in the 1920s and 1930s and became a force in American experimental psychology. The best-known "neobehaviorists" were Edward Tolman, Clark Hull, Edwin Guthrie, and B. F. Skinner. This section includes a reading from Tolman, famous for his research on maze learning in rats and for arguing that rats do not just learn stimulus-response connections, a traditional behaviorist idea. Instead, he believed, they gradually develop a basic understanding of the spatial layout of the maze, what he called a cognitive map. As a vigorous promoter of behaviorist ideals, Skinner was the rightful heir to Watson. He became the center of a movement that remained strong at least up to his death in 1990, a "radical" behaviorism that, while recognizing the influence of genetic factors, argued that we are the way we are primarily because of our conditioning history. The second selection is from a Skinner text that outlined his basic views on what he called operant conditioning.

CHAPTER 21 SIGMUND FREUD (1887–1967): The Clark Lectures on

Psychoanalysis

CHAPTER 22 KAREN HORNEY (1885–1952): Conflict, Anxiety, and Neurosis

Ask most people to name a psychologist and Sigmund Freud usually comes to mind, even though he wasn't one (he was a physician, an M.D.). Freud's ideas had a major impact on twentieth century thinking about the mind, and his concepts of the unconscious, the Oedipal complex, dream analysis, and so on, are widely (if not always accurately) known. The first selection is from a set of lectures given by Freud on his only trip to the United States—he was the centerpiece of a celebration of the twentieth birthday of Clark University in 1909. The second selection is from Karen Horney, a psychoanalyst trained in the Freudian tradition, but with ideas of her own, including a strong rejection of Freud's theories about female psychology. The excerpt is from one of her books, in which she describes her ideas about anxiety and neurosis, and clarifies her theoretical differences with Freud.

CLINICAL PSYCHOLOGY

CHAPTER 23 LIGHTNER WITMER (1867–1956): The Psychological Clinic MARY COVER JONES (1896–1987): Behavior Therapy

Lightner Witmer was trained as an experimental psychologist in Wundt's laboratory, but shifted his interests from pure laboratory work to using the lab as a way to improve the academic performance of school children that were experiencing various difficulties. He turned part of his lab into American psychology's first "clinic" and he invented the term "clinical psychology" (even though his actual clinical work was more like what modern school psychologists do). The second selection is from Mary Cover Jones, a pioneer in what eventually came to be called behavior therapy. Working in the 1920s, and under the supervision of John Watson, she used behaviorist ideas to help alleviate the fear that a young boy ("Peter") had of rabbits. Her successful technique was in principle similar to a procedure that later became known as systematic desensitization.

SEX AND RACE

CHAPTER 25 LETA STETTER HOLLINGWORTH (1886–1939): Sex Differences

in Aptitude

CHAPTER 26 KENNETH B. CLARK (1914–2005) and MAMIE PHIPPS CLARK

(1917-1983): The Doll Studies

Leta Hollingworth was one-half of a psychological dynamic duo. With her husband Harry, she pioneered a number of studies in applied psychology (e.g., testing the effects of the caffeine in coca-cola). On her own she investigated sex

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differences in behavior, concluding that few important ones existed. The first reading, from a chapter in a book on vocational psychology by Harry Hollingworth, describes some of this research. The second selection has become known simply as the "doll study." It grew out of Mamie Phipps Clark's masters thesis at Howard University and eventually contributed to the historic 1954 *Brown* v. *Board of Education* Supreme Court decision that outlawed segregation in public schools. The doll studies documented the detrimental effects of segregation on school children.

INDUSTRIAL PSYCHOLOGY

CHAPTER 27 WALTER DILL SCOTT (1869–1955): Psychology and Advertising
CHAPTER 28 HUGO MÜNSTERBERG (1863–1916): Applying Psychology to
Business

One major area of applied psychology in the United States is industrial psychology—the application of psychological principles to the world of business. Two important pioneers in this field were Walter Scott and Hugo Münsterberg. Like Witmer, both earned doctorates with Wundt, and both strayed from the straight and narrow of pure experimental psychology. In the early years of the twentieth century, Scott wrote extensively about applying psychology to advertising, and the first selection is from one of his books on the subject. In the second reading, Münsterberg, who was also a pioneer in forensic psychology, described how to use psychological principles to improve employee selection procedures.

MENTAL TESTING

CHAPTER 29 JAMES MCKEEN CATTELL (1860–1944): Mental Tests
CHAPTER 30 ALFRED BINET (1857–1911): The Binet-Simon Tests of Intelligence

In addition to industrial psychology, another important area of application in psychology involved the development of intelligence testing. The first selection describes an early attempt that, while known for coining the term "mental test," eventually failed to be a valid strategy for assessing ability. It was a strategy originated by Francis Galton and developed in the United States by James Cattell (yet another Wundt Ph.D.), sometimes known as the "American Galton." A second strategy, one that eventually led to modern IQ testing, developed in France with the work of Alfred Binet, who was commissioned to find a way to identify school children in need of special training. Binet's writing is featured in the second reading.

CHAPTER 31 GORDON ALLPORT (1897–1967): The Uniqueness of Personality KURT LEWIN (1890–1947): The Leadership Studies

Two major subdisciplines in modern psychology are personality psychology and social psychology. Personality psychologists investigate individual differences in personality attributes and how best to measure these differences. Gordon Allport was an important pioneer, arguably the founder of modern personality psychology. The first selection is from a book that he wrote on the topic in 1937. Social psychologists investigate how behavior is influenced by social and societal factors, and Lewin is considered by many to be the founder of modern social psychology (some consideration also goes to Gordon Allport's brother Floyd). One of Lewin's famous studies compared different styles of leadership on the group behavior of young boys, and the second selection describes some of this research.

COGNITIVE PSYCHOLOGY

CHAPTER 33 FREDERICK C. BARTLETT (1886–1969): Constructive Memory
JOHN JENKINS (1901–1948) and KARL DALLENBACH
(1887–1971): Interference and Memory

Modern cognitive psychology is the experimental study of such mental processes as memory, perception, attention, thinking, and language. When neobehaviorism weakened and began to lose strength in the late 1950s and early 1960s, cognitive psychology began to replace it as experimental psychology's main frame of reference. Yet even during the heyday of behaviorism, important pioneering projects in cognitive psychology appeared, two of them featured in this section. One was a 1932 book on memory by the British psychologist Frederick Bartlett, and the first selection is from that book. The second selection is from a study in the 1920s, to this day frequently found in general psychology books, showing that getting a good night's sleep before an exam might be a good idea.

HUMANISTIC PSYCHOLOGY

CHAPTER 35 ABRAHAM MASLOW (1908–1970): A Hierarchy of Needs CARL ROGERS (1902–1987): The Therapeutic Environment

In the 1960s, a time of turmoil and dissent in the United States, dissident movements also arose in psychology, and humanistic psychology was the major one. Said to be psychology's "Third Force" (psychoanalysis and behaviorism being the other two), it proposed an alternative model of human existence that focused

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on self-knowledge, personal responsibility, and moving toward what was called "self-actualization." The two leading proponents of this approach were Abraham Maslow, first trained as a behaviorist, and Carl Rogers, who had some early training in psychoanalysis. The first reading outlines Maslow's well-known hierarchy of needs model of motivation and the second describes Rogers' views on the ideal environment for therapeutic success.

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