

**PSYC 4101: HISTORY OF PSYCHOLOGY**  
(Section 001: Applied and Professional Psychology)

Spring Semester, 2009  
Room 244 Psychology Bldg.  
Tuesday-Thursday, 11:20-12:45pm

Dr. Thomas Fagan  
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Office Hours: Tuesday & Thursday, 1:30-3:30pm, appointments preferred.

**TEXT:**

Benjamin, L. T., & Baker, D. B. (2004). *From séance to science: A history of the profession of psychology in America*. Belmont, CA: Wadsworth/Thomson Learning.

**PURPOSE:** The study of the history of applied and professional psychology will help to integrate knowledge from several areas of the students major as well as other social science courses. In addition to information about several fields of applied and professional psychology, the course introduces the student to the lives and contributions of eminent psychologists, and assists the student in developing research methods and skills for studying the history of psychology. Students will have a clearer perspective on the major historical developments and issues in applied and professional psychology and how they have evolved to influence the current status of these fields. The course requirements emphasize writing and integrative skills.

**READINGS:** A reading list is provided to assist your research for your project. For each major area of the course a reading has been assigned in addition to the text. Copies of the assigned readings are distributed in class. Please complete the assigned reading(s) for each session.

**STUDENT PROJECT:** During the 1st week of class, each student chooses one project from among the areas below. By the end of the 4<sup>th</sup> week of classes, the student meets with Dr. Fagan to review the expectations for the project and gather the basic materials from which further research will be done. A second meeting must be held at least one week in advance of the presentation. The project presentation is to be 15 minutes. Projects reports are presented during each class in April. Although the basic materials for the project may be available from Dr. Fagan, additional research is expected and several sources should be identified in your reference section. Class presentations using power point or other technologies are encouraged. *A summary handout is to be available and shared with the class. A written project report is prepared and turned in at the time the project is presented in class or no later than class on April 24th.*

**1. Comparison of Books:** Select a book from Dr. Fagan's library and compare the content coverage to a current book on the topic (e.g., introduction to psychology, developmental psychology, psychological testing, clinical or school psychology, general applied psychology). The current book should be obtained from a faculty member in that area. What similarities and differences do you observe in content, topics, structure of the field; the layout of the book itself? What does the comparison suggest about the history of psychology in that area?

**2. APA Division History:** Choose one from among the original 19 divisions of the American Psychological Association dedicated to applied and professional psychology (e.g., Clinical, Industrial, School, Counseling or Educational) and study the history of that division. Division history chapters are available from Dr. Fagan.

Additional research can be done using library and on-line sources. What have been the major developments in the division's history? Who are/were the significant contributors to that division's development? How have its goals and contributions changed over time? What is its role in contemporary American psychology? Other divisions may be chosen with permission.

**3. Review of a Historical Test:** Select a test from Dr. Fagan's historical collection of tests and research its development and applications. Additional research can be done using library and on-line sources. What have test reviewers said about the test? What is the content compared to recent editions or similar scales? Be prepared to demonstrate the administration of part of the test in class. There are more than 50 tests available including: Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, Stanford Binet, Bailey Infant Scales, Grace Arthur Point Scale; Merrill Palmer Scale, Bender Visual-Motor Gestalt Test, The Blacky Test, Draw-A-Person, Peabody Picture Vocabulary Test, Thematic Apperception Test, MMPI, Rorschach, Army General Classification Test, Army Alpha/Beta Examination, Wide Range Achievement Test.

**4. Review of Major Conference:** Choose one of the major conferences held for clinical (Boulder), counseling (Northwestern), or school psychology (Thayer), or a national training conference (Vail). The conference proceedings are available from Dr. Fagan's collection. Additional research can be done using library and on-line sources. Describe the background and content of the conference including recommendations. What has been the impact of the conference on the associated field of professional psychology?

**5. Who Was Who?:** Select a name of an important person in the history of applied and professional psychology, research the person's career and contributions. Information on the person can be obtained from library reference materials, and information provided by the instructor (personal files, biography and autobiography books, tapes, etc.). Briefly describe the person's life and career, contributions, memberships, awards. If a living person is selected, personal contact is expected in preparing the presentation and report.

**6. Organizational History:** Using various archival, encyclopedia, and other sources, research one of the following organizations: American Association of Clinical Psychologists (AACP), American Association of Applied Psychology (AAAP), American Psychological Association (APA), American Personnel and Guidance Association (APGA, now American Counseling Assn.), National Association of School Psychologists (NASP), American Psychological Society (APS).

**7. Book Review:** From the instructor's library, choose a book on the history of some aspect of applied and professional psychology and prepare a review of its contents. What are the main conclusions of the book and how are they supported? What have you learned about the history of applied and professional psychology as a result of reviewing this work?

**8. Departmental History:** Research and prepare a historical study on one or more aspects of the University of Memphis Department of Psychology. For example, research curricular and program changes over the past 50 years. Interview faculty and review archival tapes on shifting aspects of the department's history.

**9. Historical Service Project:** Prepare an index and analysis of the content of a particular journal or newsletter over the past 10 years, or an earlier decade. What trends are evident in the journal itself and its content? How do these trends compare to other historical analyses of that field?

**10. Historical Experiment:** Using Garrett's (1959) *Great Experiments in Psychology*, select one experiment and describe its methodology and results and its significance to the history of the field. With instructor approval, other experiments of historical significance may be selected.

**PROJECT PAPER:** The project paper is to be typed, double spaced, in APA style, and limited to 10 pages including references. All references are to be in complete APA format, and proper citation of material and quotes throughout the text is required. Internet sources are permitted but must be properly cited and referenced; Do not use popular and trendy sites like Wikipedia. If

you are uncertain about APA style, referencing sources, etc. see the instructor and the example handout. The 30 points for the project will be applied as follows:

**Pts. Task**

- 4 Held two progress meetings with the instructor
- 6 Class presentation content, style, materials
- 5 Paper in proper format, APA style, citations, references
- 15 Quality of the research paper's content, coverage, conclusions

You are expected to have at least 6 sources and preferably more in your reference list.

Obviously, they should match the citations in your paper. Quotes are to be properly identified. Do not just string together material "lifted" from various sources even if cited properly in your references. Tie your text together with your own ideas and analyses. Include a conclusions section where you say what you think about the person, APA division's history, books, events, etc. Expressing your opinions about your research topic is valued. Don't just tell me what someone else thinks; let me know what you think.

***NOTE: Plagiarism, intentional or unintentional, will not be tolerated. Papers without proper citations, quotations, references, or with excessive content extracted from other sources will be considered an act of academic dishonesty. The violation may carry one or more of the following penalties: Grade of zero on the entire project; final grade of "F" in the course; notification of the infraction to the UM Office of Judicial and Ethical Programs; appeal to the UM Academic Integrity Committee for a decision and possible sanction (e.g., university suspension for one or more semesters).***

**EXAMINATIONS:** The two exams cover separate material and will be given on the days listed in the syllabus. Structure of the exams will be short essay, identifications, and some fill-in, multiple choice type questions. The entire class period will be devoted to the mid-term exam. Should you miss the mid-term exam due to illness or emergency, you must notify the instructor by phone or email before the start of the exam. A make-up exam for the mid-term must be completed within one week of the exam or all points on the exam will be forfeited. A make-up for the final exam must be completed by 3:00pm on the Friday following the exam or all points on the exam will be forfeited. **No documents, books, or other items (including cell phones) are to be used for any purpose during the examinations. Cell phones are to be turned off during all class sessions.**

**EVALUATION**

The final course grade will be based on the following:

1. Midterm Examination	30
2. Final Examination	30
3. Student Project	30
4. Participation, including attendance	10
Total	100 pts.

Grades will be assigned according to following scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = less than 60. The grades ARE NOT based on the university's +/- system. To receive a passing grade, all requirements must be completed. The final grade is based on the total of points accumulated. Extra credit points as a means of raising one's grade are not available during or after the course. Only grades of "C" or better may

be counted toward your major for graduation. Incomplete grades (I) are only granted for verified medical reasons and not for failure to complete the course requirements during the semester.

### **Additional Considerations**

1. **Academic misconduct** will not be tolerated (see statement in the University's Student Handbook regarding examinations, plagiarism, citation of other's work, use of cell phones, etc.).
2. **Statement on Diversity:** Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. The course provides opportunities for students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability and sexual orientation as they relate to course content.
3. **Statement on Disability:** Students with disabilities are encouraged to contact the UM Office of Student Disability Services at 678-2880. Reasonable and appropriate accommodations will be provided to students with disabilities who present an accommodation plan from Student Disability Services.
4. **Student Assistance:** The Center for Student Development (206 Wilder Tower, 678-2067) offers counseling and career counseling services at no charge for students. The Center's Educational Support Center (217 Mitchell Hall, 678-2704) offers tutorial assistance, and other academic support services at no charge. For eligible students (1<sup>st</sup> generation college, or low income, or disability), a Student Support Services program is also available (678-2351).
5. **Electronic Communication:** Course announcements as well as consultation with the instructor may occur via e-mail messages. Each student must maintain an e-mail account and is responsible for checking for course messages on a regular basis (I recommend twice per week). Students are also responsible for notifying the instructor if their e-mail address changes during the term. The University of Memphis offers free e-mail services to students. Students without an e-mail account can bring their university ID cards, swipe them, and set up an account at the Smith or McWhirter computer labs or students can bring their cards to the information technology helpdesk, room 124 in Administration Building for assistance.

## SCHEDULE OF CLASS ACTIVITIES

<b>Dates</b>	<b>Activities</b>	<b>Benjamin &amp; Baker Chapter</b>
1/15	Introductions, Review syllabus, Assign projects and dates of presentation. Why study the history of psychology?	
1/20	Why didn't this occur earlier: What structural necessities were required for the field to emerge? Symbols of Professionalization. Review of Chapter 1: Pre-scientific practice. Researching the history of applied and professional psychology. Study Questions Review.	1
1/22	DVD: <i>A School of Their Own, Part-I</i>	
1/27	The Beginnings of Psychological Science. Images of Instrumentation, Early Tests. Discussion of Anne Anastasi. (1993). "A Century of Psychological Testing: Origins, Problems, and Progress." In T. K. Fagan and G. R. VandenBos (Eds.). <i>Exploring applied psychology: Origins and critical analyses</i> (pp. 13-36). Washington, DC: APA Original Binet Scales and their impact. Physiognomy Exercise.	
1/29	Clinical Psychology. Discussion of Lightner Witmer. (1907). "Clinical Psychology." <i>The Psychological Clinic, 1</i> , 1-9. Witmer and his contributions, clinic, impact.	2
2/3	DVD: <i>A School of Their Own, Part II</i>	
2/5	Clinical Psychology. Study Questions Reviewed; Symbols of Professionalization, Professional Development Timeline	
2/10	Clinical Psychology Discussion Continued. What surprises you so far about our history?	
2/12	School Psychology. Discussion of T. K. Fagan (1992). "Compulsory schooling, child study, clinical psychology, and special education: Origins of school psychology." <i>American Psychologist, 47</i> , 236-243.	3
2/17	School Psychology. Hall and his contributions; Wallin and his contributions.	
2/19	School Psychology. Study Questions Reviewed; Symbols of Professionalization, Professional Development Timeline	
2/24	Guest Lecture: Kim Sumara & Tera Traylor on School Psychology	
2/26	Senior Test Administered by CAS Dean's Office (Patsy Krech).	
3/3	Midterm Examination: Chapters 1, 2, 3, readings and discussions.	
3/5	Industrial Psychology: Discussion of "Chapter 13, Psychology and the Market," in Hollingworth & Poffenberger (1920). <i>Applied psychology</i> (pp. 232-247). New York: Appleton	4
3/9-15	Spring Break, No Classes	
3/17	Guest Lecture, Dr. Ron Landis on I/O Psychology	
3/19	Industrial Psychology: Study Questions Reviewed; Symbols of Professionalization, Professional Development Timeline	

3/20 Last Day to Drop Classes  
 3/24 Counseling Psychology: Study Questions Reviewed; Discussion of Donald Super. (1955).  
 "Transition from Vocational Guidance to Counseling Psychology." *Journal of Counseling Psychology*. 2, 3-9.  
 3/26 Counseling Psychology Continued. Comparison of counseling psychology with clinical and school psychology. Symbols of Professionalization, Development Timeline

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3/31 Project Reports \_\_\_\_\_  
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4/2 Project Reports \_\_\_\_\_  
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4/7 Project Reports \_\_\_\_\_  
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4/9 Project Reports \_\_\_\_\_  
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4/14 Project Reports \_\_\_\_\_  
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4/16 Project Reports \_\_\_\_\_  
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4/21 Project Reports \_\_\_\_\_  
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4/23 Project Reports \_\_\_\_\_  
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4/28 Discussion of the Psychological Profession in the 21<sup>st</sup> Century  
 All project reports and checked out materials must be turned in at this session.  
 Conclusions about the history of professional psychology

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4/30 No Classes, Study Day

5/7 **Final Exam: 8:00-10:00am as per university schedule.** Chapters 4, 5, 6, readings and discussions, including presentations.

## Readings In the History of Applied and Professional Psychology

These readings will provide historical perspective on the professional psychology areas of clinical, counseling, industrial/organizational, and school psychology, and applied psychology generally. I have suggested books and a few book chapters for each field. The list is only a sampling of available literary items. There are also several historical pieces in the American Psychologist series during the year 2000, the special issue on Witmer's contributions (March, 1996, Vol. 51, No. 3), and the 100th Anniversary of APA (February, 1992, Vol. 47, No. 2). Most of the readings are available in the university library; see me for those you do not find there. The journals, History of Psychology and Journal of the History of the Behavioral Sciences will also be helpful. Additional resources are available from links at the Division 26 (Society for the History of Psychology) website at [www.APA.org](http://www.APA.org).

American Psychological Association (1966). Professional preparation of clinical psychologists. Washington, DC: Author. (Proceedings of 1965 Chicago Conference and contains concise descriptions of the "Boulder" model and the concept of the scientist-practitioner.

Ames, L. B. (1989). Arnold Gesell—Themes of his work. New York, NY: Human Sciences Press.

Ash, M. G., & Woodward, W. R. (Eds.). (1987). Psychology in twentieth-century thought and society. New York: Cambridge U. press.

Anastasi, A. (1993). A century of psychological testing: Origins, problems, and progress. In T. K. Fagan, & G. R. VandenBos, (Eds.). Exploring applied psychology: Origins and critical analyses (9-36). Washington, DC: American Psychological Association.

Baker, D. B. (2003). Counseling psychology. In D. K. Freedheim (Vol. Ed.), Handbook of psychology, Volume 1: History of psychology (pp. 357-365). Hoboken, NJ: Wiley.

Benjamin, L. T. (1993). A history of psychology in letters. Dubuque, IA: Wm. C. Brown.

\*\*Benjamin, L. T., & Baker, D. B. (2004). From seance to science: A history of the profession of psychology in America. Belmont, CA: Wadsworth/Thomson Learning.

Benjamin, L. T., et al. (1989). A history of American psychology in notes and news 1883-1945: An index to journal sources. Millwood, NY: Kraus International Publication.

Berliner, D. C. (1993). The 100 year journey of educational psychology: From interest, to disdain, to respect for practice. In T. K. Fagan, & G. R. VandenBos, (Eds.). Exploring applied psychology: Origins and critical analyses (37-78). Washington, DC: American Psychological Association.

Bronner, A. F., Healy, W., Lowe, G. M., & Shimberg, M. E. (1928). A manual of individual mental tests and testing. Boston: Little, Brown, and Company.

- Cattell, J. McK. (1890). Mental tests and measurements. Mind, 15, 373-380.
- Cattell, J. M. (1937). Retrospect: Psychology as a profession. J. of Consulting Psychology, 1(1), 1-3.
- Chapman, P. D. (1988). Schools as sorters: Lewis M. Terman, Applied psychology, and the intelligence testing movement, 1890-1930. New York: NYU Press.
- Cuban, L. (1993). How teachers taught: Constancy and change in American classrooms 1880-1990. New York: Teachers College Press, Columbia U.
- Cutts, N. E. (Ed.). (1955). School psychologists at mid-century. Washington, DC: American Psychological Association.
- Darley, J. G., & Berdie, R. (1940). The fields of applied psychology: A survey report to the Committee on Professional Employment of the American Association for Applied Psychology. J. of Consulting Psychology, 4(2), 41-52.
- Degler, C. (1980). At odds: Women and the family in America from the Revolution to the present. New York: Oxford U. press.
- Demos, J. (1986). Past, present, and personal: The family and the life course in American history. New York: Oxford U. press.
- Dennis, W., & Boring, E. G. (1952). The founding of the APA. American Psychologist, 7, 95-97.
- \*\*Dewsbury, D. A. (Ed.). (1996). Unification through division: Histories of the divisions of the American Psychological Association, Volume I. Washington, DC: American Psychological Association.
- \*\*Dewsbury, D. A. (Ed.). (1997). Unification through division: Histories of the divisions of the American Psychological Association, Volume II. Washington, DC: American Psychological Association.
- \*\*Dewsbury, D. A. (Ed.). (1999). Unification through division: Histories of the divisions of the American Psychological Association, Volume III. Washington, DC: American Psychological Association.
- \*\*Dewsbury, D. A. (Ed.). (1999). Unification through division: Histories of the divisions of the American Psychological Association, Volume IV. Washington, DC: American Psychological Association.
- \*\*Dewsbury, D. A. (Ed.). (2000). Unification through division: Histories of the divisions of the American Psychological Association, Volume V. Washington, DC: American Psychological Association.
- DuBois, P. H. (1970). A history of psychological testing. Boston: Allyn & Bacon.

- Doll, E. A. (1913). Inexpert Binet examiners and their limitations. J. of Educational Psychology, 4, 607-609.
- Doll, E. A. (1946). The divisional structure of the APA. American Psychologist, 1(8), 336-345.
- \*\*Dudycha, G. J. (1946). New paths for the pathologist. School and College Placement, 7(2), 11-17.
- \*\*Dudycha, G. J. (1947). Bibliography on careers in psychology. American Psychologist, 2(9), 386-383.
- English, H. B. (1938). Organization of the American Association of Applied Psychologists. J. of Consulting Psychology, 2(1), 7-16.
- Fagan, T. K. (1990). A brief history of school psychology in the United States. In A. Thomas, & J. Grimes (Eds.), Best practices in school psychology-II (pp. 913-929). Washington, DC: National Association of School Psychologists.
- Fagan, T. K. (1994). A critical appraisal of the NASP's first 25 years. School Psychology Review, 23(4), 604-618.
- Fagan, T. K. (2000). Practicing school psychology: A turn-of-the-century perspective. American Psychologist, 55, 754-757.
- Fagan, T. K. (2003). School psychology. In D. K. Freedheim (Vol. Ed.), Handbook of psychology, Volume 1: History of psychology (pp. 413-429). Hoboken, NJ: Wiley.
- Fagan, T. K. (2005). The 50<sup>th</sup> Anniversary of the Thayer Conference: Historical perspectives and accomplishments. School Psychology Quarterly, 20(3), 224-251.
- Fagan, T. K. (2005). Literary origins of the term, "school psychologist," revisited. School Psychology Review, 34(3), 432-434.
- Fagan, T. K. (2005). National Association of School Psychologists. In S. W. Lee (Ed.), Encyclopedia of school psychology (pp. 345-348). Thousand Oaks, CA: Sage.
- Fagan, T. K. (2008). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V, Volume 6, (pp. 2069-2085), Bethesda, MD: National Association of School Psychologists.
- Fagan, T. K. (2008). The 1968 National Invitational Conference of School Psychologists: Is this the 41st anniversary of NASP? Communique, 37(4), 1, 26-27.
- Fagan, T. K. (2008). Remembering John Jackson (1922-2008). The School Psychologist. In press.

- Fagan, T. K., Delugach, F. J., Mellon, M., & Schlitt, P. (1986). A bibliographic guide to the literature of professional school psychology 1890-1985. Washington, DC: National Association of School Psychologists.
- \*\*Fagan, T. K., & VandenBos, G. R. (Eds.). (1993). Exploring applied psychology: Origins and critical analyses. Washington, DC: American Psychological Association.
- Fagan, T. K., & Warden, P. G. (Eds.). (1996). Historical encyclopedia of school psychology. Westport, CT: Greenwood.
- Fagan, T. K., & Wells, P. D. (2000). History and status of school psychology accreditation in the United States. School Psychology Review, 29(1), 28-51.
- Fagan, T. K., & Wise, P. S. (1994). School psychology: Past, present and future. White Plains, NY: Longman.
- Fagan, T. K., & Wise, P. S. (2000). School psychology: Past, present and future, 2nd edition. Bethesda, MD: National Association of School Psychologists.
- Fagan, T. K. (2002). Trends in the history of school psychology. In A. Thomas & J. Grimes (Eds.). Best practices in school psychology IV Volume 1 (pp. 209-221), Bethesda, MD: National Association of School Psychologists
- Fernberger, S. W. (1932). The American Psychological Association, A historical Summary, 1892-1930. Psychological Bulletin, 29(1), 1-89.
- Fernberger, S. W. (1943). The American Psychological Association, 1892-1942. Psychological Review, 50(1), 33-60.
- Finch, F. H. & Odoroff, M. E. (1939). Employment trends in applied psychology. J. Consulting Psychology, 3(4), 118-122.
- Finkelstein, B. (Ed.). (1979). Regulated children, liberated children: Education in psychohistorical perspective. New York: Psychohistory Press Publishers.
- \*\*Freedheim, D. K. (Vol. Ed.). (2003). Handbook of psychology, Volume 1: History of psychology. Hoboken, NJ: Wiley.
- Freeman, F.N. (1926). Mental Tests: Their History, Principles and Applications. Boston: Houghton Mifflin Company.
- Furumoto, L. (1988). The new history of psychology. In I. S. Cohen (Ed.), The G. Stanley Hall Lecture Series Volume 9 (pp. 9-34). Washington, DC: APA.

- Furumoto, L. (1989). On the margins: Women and the professionalization of psychology in the United States 1890-1940. In M. G. Ash & W. R. Woodward (Eds.), Psychology in twentieth century thought and society (pp. 93-114). New York: Cambridge University Press.
- Gesell, A., Goddard, H. H., & Wallin, J. E. W. (1919). The field of clinical psychology as an applied science. J. Applied Psychology, 3, 81-95.
- Gibson, K. R. (1993). A quantitative analysis of the presidential addresses of the American Psychological Association: 1892-1990. History of Psychology Newsletter, 25(3), 17-30.
- Glover, J. A., & Ronning, R. R. (Eds.). (1987). Historical foundations of educational psychology. New York: Plenum.
- Goodenough, F. L. (1949). Mental testing: Its history, principles, and applications. New York: Staples Press.
- Gordon, M. (Ed.). (1983). The American family in social-historical perspective. New York: St. Martin's Press.
- Graves, S. L. (in press). Albert Sidney Beckham: The first African-American school psychologist. *School Psychology International*.
- Hale, M., Jr. (1980). Human Science and Social Order: Hugo Munsterberg and the origins of Applied Psychology. Philadelphia: Temple University Press.
- Hatch, N. O. (Ed.). (1988). The professions in American history. Notre Dame, IN: U. Notre Dame Press.
- Hawes, J. M., & Hiner, N. R. (Eds.). (1991). Children in historical and comparative perspective: An international handbook and research guide. Westport, CT: Greenwood.
- Hawes, J. M., & Nybakken, E. I. (Eds.). (1991). American families: A research guide and historical handbook. Westport, CT: Greenwood.
- Heppner, P. P. (Ed.). (1990). Pioneers in counseling & development: Personal and professional perspectives. Alexandria, VA: Amer. Assn. for Counseling and Development.
- \*\*Hilgard, E. R. (1987). Psychology in America: A historical survey. New York: Harcourt, Brace, Jovanovich. Chapters 17 (Clinical Psychology), 18 (Psychology & Education), 19 (Industrial & Organizational Psychology), 20 (The Professional Organization of Psychologists: Scholars and Practitioners)
- Hilgard, E. R. (Ed.). (1978). American psychology in historical perspective: Addresses of the presidents of the APA. Washington, DC: APA. See addresses by Dewey (5-Psychology

- and Social Practice), Yerkes (11-Psychology in Relation to the War), and Terman (12-The Mental Test as a Psychological method).
- Hildreth, G. (1937). Psychology as a career. J. of Consulting Psychology, 1(2), 25-28.
- Hiner, N. R., & Hawes, J. M. (Eds.). (1985). Growing up in America: Children in historical perspective. Urbana, IL: U. of Illinois Press.
- Hollingsworth, H. L., & Poffenberger, A. T. (1920). Applied psychology. New York: D. Appleton and Co.
- Hollingsworth, L. S. (1921). Psychological clinics in the United States. Teachers College Record, 22, 221-225.
- Hollingsworth, L. S. (1922). Existing laws which authorize psychologists to perform professional services. J. of Criminal Law and Criminology, 12, 70-73.
- Hollingsworth, L. S. (1933). Psychological service for public schools. Teachers College Record, 34, 368-379.
- King, C. R. (1993). Children's health in America. New York, NY: Twayne.
- Koppes, L. L. (2003). Industrial-organizational psychology. In D. K. Freedheim (Vol. Ed.), Handbook of psychology, Volume 1: History of psychology (pp. 367-389). Hoboken, NJ: Wiley.
- Landy, F. J. (1993). Early influences on the development of industrial/organizational psychology. In T. K. Fagan, & G. R. VandenBos, (Eds.). Exploring applied psychology: Origins and critical analyses (79-118). Washington, DC: American Psychological Association.
- Levine, M., & Levine, A. (1970). A social history of helping services: clinic, court, school, and community. New York: Appleton-Century-Crofts.
- Levine, M., & Levine, A. (1992). Helping children: A social history. New York, NY: Oxford U. Press.
- Levine, M., & Wishner, J. (1977). The case records of the psychological clinic at the University of Pennsylvania 1896-1961. J. of the History of the Behavioral Sciences, 13, 59-66.
- Louttit, C. M. (1939). The nature of clinical psychology. Psychological Bulletin, 36, 361-389.
- Marquis, D. G. (1946). Proceedings of the special business meeting of the American Psychological Association, Inc., Columbus, Ohio: December 27, 28, 29, 1945. American Psychologist, 1, 35-44.

- McReynolds, P. (1997). Lightner Witmer: His life and times. Washington, DC: American Psychological Association.
- Munsterberg, H. (1914). Psychology: General and Applied. New York and London: D. Appleton and Company.
- Napoli, D. S. (1981). Architects of adjustment: The history of the psychology profession in the United States. Port Washington, NY: Kennikat Press.
- Osier, D. V., & Wozniak, R. H. (1984). A century of serial publications in psychology 1850-1950, An international bibliography. Millwood, NY: Kraus International Publication.
- Paynter, R. H., Jr. (1927). The clinical psychologist at work. Personnel J., 6, 283-294.
- Pillsbury, W.B. (1925). Education as the Psychologist Sees It. New York: The Macmillan Company.
- Poffenberger, A. T. (1929). Applied psychology: Its principles and methods. New York: D. Appleton and Co.
- Popplestone, J. A., & McPherson, M. W. (1994). An illustrated history of American psychology. Dubuque, IA: Brown & Benchmark. (A CD of the photos and text is available from AHAP, Akron University).
- Raimy, V. C. (Ed.). (1950). Training in clinical psychology. Englewood Cliffs, NJ: Prentice-Hall.
- Reisman, J. M. (1976). A history of clinical psychology. New York: Irvington.
- Roback, A. A., & Kiernan, T. (1969). Pictorial history of psychology and psychiatry. New York: Philosophical Library.
- Rogers, C. R. (1951). Where are we going in clinical psychology? Journal of Consulting Psychology, 15, 171-177.
- Rosenberg, R. (1982). Beyond separate spheres: Intellectual roots of modern feminism. New Haven, CT: Yale U. Press.
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\*\* These references are especially useful in researching the emergence and status of applied and professional fields in the post-World War II era of growth in psychology.

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