

**ADVANCED HISTORY AND THEORY OF PSYCHOLOGY**  
**\*The History of Professional Practices and the Emergence of Clinical Psychology\***  
**Psychology 6060E 3.0 (W)**

- Instructor:** Alexandra Rutherford  
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- Description:** At the beginning of the 21<sup>st</sup> century, the *public* image of Psychology is almost entirely identified with the work of the mental health practitioner. How, when, and why did this happen? Psychology's founders conceived of Psychology as a laboratory-based natural science and cast themselves in the role of 'scientists of the mind.' They developed indigenous scientific practices, such as experimental introspection, to differentiate themselves from non-scientists. Many displayed intense ambivalence about application, yet most conceded the need to promote the social utility of their new science. This course covers the emergence and development of psychological practices in the context of the professionalization of psychology. We start with the pre-disciplinary practices of phrenology and physiognomy, and end with the emergence of clinical psychology in post-WWII America.
- Prerequisite:** Graduate standing. Suitable for students from all areas and all levels. Students from other Faculty Graduate programs are welcome, especially Humanities and History.
- Background:** Interest in the historical, theoretical, and practical problems of psychology and its relationships with society; undergraduate course in history of psychology desirable.
- Format:** Lectures by course director, student-led seminars and presentations, videos, class discussion.
- Requirements:** Consultation of assigned material, participation in and leadership of class discussion, term paper.
- Readings:** A selection of primary and secondary source materials supplied by the instructor and/or available on-line.
- Evaluation:** Discussion leadership (30%); Three short reflection papers (30%); Term paper (40%)

## Course Outline:

\*Asterisked readings are available electronically through the York University Libraries catalogue when you are connected via the York server. Check the full reference to the paper below, then enter the title of the journal in the "Title Quick Search" box at the library's homepage, then click on e-resources. Some older articles are available through JSTOR. All readings not available on-line (and most that are!) will be made available by the instructor and placed in a transfer box in the graduate computer room.

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
January 4 <sup>th</sup>	Introduction and organization of the course	
January 11 <sup>th</sup>	Boundary-work and professionalization	<b>Gieryn (1983)*</b> <b>Camfield (1973)</b> <b>Brown (1992) – Introduction, Ch. 1, Ch. 2 (pp. 3-45)</b>
January 18 <sup>th</sup>	Pre-disciplinary practices: Physiognomy, phrenology, spiritualism, mesmerism	<b>Collins (1999)*</b> <b>Sokal (2001)</b> <b>Bakan (1966)</b> <b>Coon (1992)*</b> <b>Schmit (2005)*</b>
See also:	<a href="http://pages.britishlibrary.net/phrenology/">http://pages.britishlibrary.net/phrenology/</a>	
January 25 <sup>th</sup> and February 1st	Practical psychology: From the fairground to the clinic	<b>Jastrow (1893)*</b> <b>Munsterberg (1893)*</b>  <b>Benjamin (1996)*</b> <b>Fagan (1996)*</b> <b>Routh (1996)*</b> <b>McReynolds (1996)*</b> <b>Witmer (1907/1996)*</b>  <b>Napoli (1981), Introduction, Ch. 1</b> <b>Wallin (1913)*</b> <b>O'Donnell (1979)</b>
See also:	<a href="http://www.psych.upenn.edu/history/witmertext.htm">http://www.psych.upenn.edu/history/witmertext.htm</a> <a href="http://xroads.virginia.edu/~ma96/WCE/title.html">http://xroads.virginia.edu/~ma96/WCE/title.html</a>	

<b>February 8<sup>th</sup></b>	Intelligence testing and WWI	<b>Samelson (1977)</b> <b>Fancher (1985), Ch. 4</b> <b>Kevles (1968)*</b> <b>Fass (1980)*</b>
See also:	<a href="http://www.holah.karoo.net/gouldstudy.htm">http://www.holah.karoo.net/gouldstudy.htm</a>	
<b>February 15<sup>th</sup></b>	<b>READING WEEK</b>	
<b>February 22<sup>nd</sup></b>	Personality and vocational assessment	<b>Buchanan (1997)*</b> <b>Buchanan (1994)</b> Klopper (1973)
<b>March 1<sup>st</sup></b>	Women in professional psychology	<b>Furumoto (1987)</b> Boring (1951) Bryan & Boring (1947) <b>Capshew &amp; Laszlo (1986)</b>
<b>March 8<sup>th</sup></b>	Psychologists in WWII	<b>Capshew (1999), Ch. 2</b> <b>Napoli (1981), Ch. 5</b> Benjamin & Baker (2004) Ch. 2, pp. 64-80 only
<b>March 15<sup>th</sup></b>	History of professional groups and credentialing	<b>Baker &amp; Benjamin (2000)*</b> <b>Benjamin &amp; Baker (2000)*</b> <b>Routh (2000)*</b>
	-Dave Baker podcast	Hollingworth (1918) Poffenberger (1938)
		<b>APA Committee on Training in Clinical Psychology (1947)</b> <b>Louttit (1939)</b>
<b>March 22<sup>nd</sup></b>	Post-WWII developments in clinical psychology	<b>Napoli (1981), Ch. 7 and Conclusion</b> <b>Buchanan (2003)*</b> Gilgen (1982), Ch. 9 <b>Baker &amp; Benjamin (2005)*</b> <b>Garfield (1981)</b>

March 29<sup>th</sup>

Guest lecturer

Readings TBA

Weekly Readings

January 11

**Brown, J. (1992). Introduction. In J. Brown, *The definition of a profession: The authority of metaphor in the history of intelligence testing, 1890-1930* (pp. 3-17). Princeton, NJ: Princeton University Press.**

**Brown, J. (1992). The semantics of profession: A theory. In J. Brown, *The definition of a profession: The authority of metaphor in the history of intelligence testing, 1890-1930* (pp. 18-34). Princeton, NJ: Princeton University Press.**

**Brown, J. (1992). Psychology as a science. In J. Brown, *The definition of a profession: The authority of metaphor in the history of intelligence testing, 1890-1930* (pp. 35-45). Princeton, NJ: Princeton University Press.**

Camfield, T. M. (1973). The professionalization of American psychology, 1870-1917. *Journal of the History of the Behavioral Sciences*, 9, 66-75.

**Gieryn, T. (1983). Boundary-work and the demarcation of science from non-science: Strains and interests in professional ideologies of scientists. *American Sociological Review*, 48, 781-795.**

**Brown, R. H. (1992). Poetics, politics, and professionalism in the rise of American psychology. *History of the Human Sciences*, 5(1), 47-61.**

**Leary, D. E. (1987). Telling likely stories: The rhetoric of the new psychology, 1880-1920. *Journal of the History of the Behavioral Sciences*, 23, 315-331.**

January 18

**Bakan, D. (1966). The influence of phrenology on American psychology. *Journal of the History of the Behavioral Sciences*, 2, 200-220.**

**Collins, A. F. (1999). The enduring appeal of physiognomy: Physical appearance as a sign of temperament, character, and intelligence. *History of Psychology*, 2, 251-276.**

**Coon, D. J. (1992). Testing the limits of sense and science: American experimental psychologists combat spiritualism, 1880-1920. *American Psychologist*, 47, 143-151.**

**Schmit, D. (2005). Re-envisioning ante-bellum American psychology: The dissemination of mesmerism, 1836-1854. *History of Psychology*, 8, 403-434.**

**Sokal, M. M. (2001). Practical phrenology as psychological counseling in the 19<sup>th</sup>-century United States. In C. D. Green, M. Shore, and T. Teo (Eds.), *The transformation of psychology: Influences of 19<sup>th</sup>-century philosophy, technology, and natural science* (pp. 21-44). Washington, DC: American Psychological Association.**

**January 25 and February 1**

Jastrow, Joseph. (1893). The section of psychology. in M.P. Hardy (Ed.), *Official Catalogue -- World's Columbian Exposition* (Part. vii, pp. 50-60). Available at <http://psychclassics.yorku.ca/index.htm>

Münsterberg, Hugo. (1893). *Psychological laboratory of Harvard University.* [A catalogue of equipment and readings, prepared for the World's Columbian Exposition in Chicago.] Available at <http://psychclassics.yorku.ca/index.htm>

**Benjamin, L. T. (1996). Introduction: *Lightner Witmer's legacy to American psychology.* *American Psychologist, 51*, 235-236.**

**Fagan, T. K. (1996). Witmer's contributions to school psychological services. *American Psychologist, 51*, 241-243.**

**McReynolds, P. (1996). Lightner Witmer: A centennial tribute. *American Psychologist, 51*, 237-240.**

**Routh, D. K. (1996). Lightner Witmer and the first 100 years of clinical psychology. *American Psychologist, 51*, 244-247.**

**Napoli, D.S. (1981). Introduction. In D. S. Napoli, *Architects of adjustment: The history of the psychological profession in the United States* (pp. 3-10). Port Washington: Kennikat.**

**Napoli, D.S. (1981). The beginnings of applied psychology. In D. S. Napoli, *Architects of adjustment: The history of the psychological profession in the United States* (pp. 11-29). Port Washington: Kennikat.**

**O'Donnell, J. M. (1979). The clinical psychology of Lightner Witmer: A case study of institutional innovation and intellectual change. *Journal of the History of the Behavioral Sciences, 15*, 3-17.**

**Wallin, J. E. W. (1913). Clinical psychology: What it is and what it is not. *Science, 37*, 895-902.**

**February 8**

**Fancher, R. E. (1985). The rise of intelligence testing. In R. E. Fancher, *The intelligence men: Makers of the IQ controversy* (pp. 117-161) New York: Norton.**

Fass, P. S. (1980). The IQ: A cultural and historical framework. *American Journal of Education*, 88, 431-458.

Kevles, D. J. (1968). Testing the army's intelligence: Psychologists and the military in WWI. *Journal of American History*, 55, 565-581.

Samelson, F. (1977). World War I intelligence testing and the development of psychology. *Journal of the History of the Behavioral Sciences*, 13, 274-282.

### February 22

Buchanan, R. D. (1994). The development of the Minnesota Multiphasic Personality Inventory. *Journal of the History of the Behavioral Sciences*, 30, 148-161.

Buchanan, R. D. (1997). Ink blots or profile plots: The Rorschach versus the MMPI as the right tool for a science-based profession. *Science, Technology and Human Values*, 21, 168-206.

Klopfer, W. G. (1973). The short history of projective techniques. *Journal of the History of the Behavioral Sciences*, 9, 60-65.

### March 1

Boring, E. G. (1951) The woman problem. *American Psychologist*, 6, 679-682.

Bryan, A. I. & Boring, E. G. (1947). Women in American psychology: Factors affecting their professional careers. *American Psychologist*, 2, 3-20.

Capshew, J. H. & Laszlo, A. C. (1986). "We would not take no for an answer": Women psychologists and gender politics during World War II. *Journal of Social Issues*, 42, 157-180.

Furumoto, L. (1987). 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. 93-113). Cambridge: Cambridge University Press.

### March 8

Benjamin, L. T. & Baker, D. B. (2004). Clinical psychology. In L.T. Benjamin and D.B. Baker, *From séance to science: A history of the profession of psychology in America* (pp. 64-80). Belmont, CA: Wadsworth.

Capshew, J. H. (1999). Mobilizing for World War II: From national defence to professional unity. In J. H. Capshew (Ed.), *Psychologists on the march: Science, practice, and*

*professional identity in America, 1929- 1969* (pp. 39-70). Cambridge: Cambridge University Press.

Napoli, D.S. (1981). Psychologists and the war. In D. S. Napoli, *Architects of adjustment: The history of the psychological profession in the United States* (pp. 86-106). Port Washington: Kennikat.

### March 15

American Psychological Association, Committee on Training in Clinical Psychology (1947). Recommended graduate training program in clinical psychology. *American Psychologist*, 2, 539-558. (the "Shakow report")

Benjamin, L. T. & Baker, D. B. (2000). Boulder at 50: Introduction to the section. *American Psychologist*, 55, 233-236.

Routh, D. K. (2000). Clinical psychology training: A history of ideas and practices prior to 1946. *American Psychologist*, 55, 236-241.

Baker, D. B. & Benjamin, L. T. (2000). The affirmation of the scientist-practitioner: A look back at Boulder. *American Psychologist*, 55, 241-247.

Louttit, C. M. (1939). The nature of clinical psychology. *Psychological Bulletin*, 36, 361-389.

Hollingsworth, L. S. (1918). Tentative suggestions for the certification of practicing psychologists. *Journal of Applied Psychology*, 2, 280-284.

Poffenberger, A. T. (1938). The training of the clinical psychologist. *Journal of Consulting Psychology*, 2 1-6.

### March 22

Baker, D. B. & Benjamin, L. T. (2005). Creating a profession: The National Institute of Mental Health and the training of psychologists, 1946-1954. In W. E. Pickren and S. F. Schneider (Eds.), *Psychology and the National Institute of Mental Health: A historical analysis of science, practice, and policy* (pp. 181-207). Washington, DC: APA Books.  
[Available through Psycinfo]

Buchanan, R. D. (2003). Legislative warriors: American psychiatrists, psychologists, and competing claims over psychotherapy in the 1950s. *Journal of the History of the Behavioral Sciences*, 39, 225-249.

Gilgen, A. R. (1982). A challenge to psychiatry: The dramatic growth of clinical psychology. In A. R. Gilgen, *American psychology since World War II: A profile of the discipline* (pp. 167-238). Westport, CT: Greenwood Press.

**Napoli, D.S. (1981). Applied psychology in the postwar era. In D. S. Napoli, *Architects of adjustment: The history of the psychological profession in the United States* (pp. 134-156). Port Washington: Kennikat.**

**Garfield, S. L. (1981). Psychotherapy: A 40-year appraisal. *American Psychologist*, 36, 174-183.**

**March 29 - TBA**



## Discussion Leadership

All students are required to do all of the reading for the course. This is an integral component of your participation in the course, and makes the seminars more interesting for everyone. In addition, each student is required to choose **two** articles from among the **bolded** articles on the syllabus and **lead the discussion** of the article in the week it is assigned. Although this may involve providing a summary of the article's main points to jog our collective memories, please assume that everyone has read the article and note that **leading a discussion** is entirely different from giving a presentation on the article. Although you may use notes and Powerpoint to help you present material, please prepare *questions* and *topics* for discussion. The success of the seminar depends on the extent to which you can engage your classmates in lively discussion of the points made in the article and related issues. You may consult other, non-assigned material to help you lead the discussion.

Plan on being the discussion leader for about 40 minutes or so, although this is only a rough guideline. Each discussion you lead is worth 15% of your final mark. To help me establish your grade, I will ask you to hand in your notes, discussion questions, and topics for discussion to me at the end of the class in which you are the discussion leader.

## Reflection Papers

In addition to leading the discussion for each of two assigned articles, during the course of the semester each student will choose **three** *other* articles besides the ones they present for discussion and write a 3-page (maximum) reflection on the article. This reflection will be handed in the day the article is discussed in class. In this reflection piece, you should briefly summarize the main point of the article, the conclusions drawn, outline what you learned from the article, discuss the context of the article's topic (how it fits into the history of professional psychology), and present your analysis of the strengths and weaknesses of the article (e.g., What did it leave out? What contribution did it make?). Each of these is worth 10% of your final grade.

## Paper

Each student will be expected to write a 15-20 page paper (not including references), due at the end of the course. You may pick any topic that falls within the scope of the course, which is the history of professional practices. You should attempt to pay attention to both the narrative aspects of your topic (the whos, whats, wheres, and whens) and **how this narrative fits into the broader context of psychology's professionalization in the twentieth century**. For example, what function or role did this practice/institution/technique/theory play in the professionalization of the field? What was the history of this practice – from which contexts did it arise, to serve what practical or social needs? How did psychologists develop it, market it, refine it, own it, regulate it? If you start out with a very broad topic, try and narrow it down to something manageable. Feel free to speak with me about how to do this. In fact, **all students should clear their paper topics with me by February 8<sup>th</sup>**.

You should consult both primary and secondary sources. Adherence to APA format and referencing style is expected.

Examples of term paper topics:

History of vocational assessment and guidance  
History of practices in industrial psychology  
History of training, licensure, certification  
Mental hygiene movement  
Child study or child development movements  
History of scientific management  
History of projective techniques  
History of child assessment practices  
History of mental retardation, terms and 'treatment'  
Origins and history of the Head Start program  
Psychology and the Community Mental Health Movement  
History of professional psychology in Canada  
History of the Vail model and the emergence of Psy.D. training  
History of group psychotherapy, family therapy, psychodrama, encounter groups, feminist therapy, etc.

## General Bibliography

Also: remember to use the Classics in the History of Psychology website,  
<http://psychclassics.yorku.ca/>

+On 1-day reserve at Scott Library

Albee, G.W. (2000). The Boulder model's fatal flaw. *American Psychologist*, 55, 247-248.  
(And other articles in this issue devoted to the history of the Boulder model)

American Psychological Association, Committee on Training in Clinical Psychology (1947). Recommended graduate training program in clinical psychology. *American Psychologist*, 2, 539-558. (the famous "Shakow report")

Bakan, D. (1966). The influence of phrenology on American psychology. *Journal of the History of the Behavioral Sciences*, 2, 200-220.

Baker, D. B. (1988). The psychology of Lightner Witmer. *Professional School Psychology*, 3, 109-121.

Baker, D. B. & Benjamin, L. T. (2000). The affirmation of the scientist-practitioner: A look back at Boulder. *American Psychologist*, 55, 241-247.

Baker, D. B. & Benjamin, L. T. (2005). Creating a profession: The National Institute of Mental Health and the training of psychologists, 1946-1954. In W. E. Pickren and S. F. Schneider (Eds.), *Psychology and the National Institute of Mental Health: A historical analysis of science, practice, and policy* (pp. 181-207). Washington, DC: APA Books.

Baritz, L. (1960). *The servants of power*. New York: John Wiley & Sons.

Benjamin, L. T. (2001). American psychology's struggles with its curriculum: Should a thousand flowers bloom? *American Psychologist*, 56, 735-742.

Benjamin, L. T. (1997). Organized industrial psychology before Division 14: The ACP and the AAAP (1930-1945). *Journal of Applied Psychology*, 82, 459-466.

Benjamin, L. T. (1986). Why don't they understand us? A history of psychology's public image. *American Psychologist*, 41, 941-946.

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

Benjamin, L. T. & Baker, D. B. (2000). Boulder at 50: Introduction to the section. *American Psychologist*, 55, 233-236.

Berry, R. G. & Day, H. I. (Eds.) (2004). *The Ontario Psychological Association: The first fifty years, 1947-1957*. Toronto, ON: The Ontario Psychological Association.

- Boring, E. G. (1951) The woman problem. *American Psychologist*, 6, 679-682.
- Brown, J. (1992). *The definition of a profession: The authority of metaphor in the history of intelligence testing, 1890-1930*. Princeton, NJ: Princeton University Press.
- Bryan, A. I. (1986). A participant's view of the National Council of Women Psychologists: Comment on Capshew and Laszlo. *Journal of Social Issues*, 42, 181-184.
- Bryan, A. I. & Boring, E. G. (1944). Women in American psychology: Prolegomenon. *Psychological Bulletin*, 41, 447-454.
- Bryan, A. I. & Boring, E. G. (1946). Women in American psychology: Statistics from the OPP questionnaire. *American Psychologist*, 1, 71-79.
- Bryan, A. I. & Boring, E. G. (1947). Women in American psychology: Factors affecting their professional careers. *American Psychologist*, 2, 3-20.
- Buchanan, R. D. (1994). The development of the Minnesota Multiphasic Personality Inventory. *Journal of the History of the Behavioral Sciences*, 30, 148-161.
- Buchanan, R. D. (1997). Ink Blots or Profile Plots: The Rorschach versus the MMPI as the Right Tool for a Science-based Profession. *Science, Technology and Human Values*, 21, 168-206.
- Buchanan, R. D. (2002). On not "giving psychology away": The Minnesota Multiphasic Personality Inventory and public controversy over testing in the 1960s. *Journal of the History of the Behavioral Sciences*, 5, 284-309.
- Buchanan, R. D. (2003). Legislative warriors: American psychiatrists, psychologists, and competing claims over psychotherapy in the 1950s. *Journal of the History of the Behavioral Sciences*, 39, 225-249.
- Buchanan, T. (2002). Historically grounding the practice of psychology: Implications for professional training. *History of Psychology*, 5, 240-248.
- Burnham, J. C. (1974). The struggle between physicians and paramedical personnel. *Journal of the History of Medicine*, 29, 93-106.
- Camfield, T. M. (1973). The professionalization of American psychology, 1870-1917. *Journal of the History of the Behavioral Sciences*, 9, 66-75.
- Caplan, E. (1998). *Mind games: American culture and the birth of psychotherapy*. Berkeley: University of California Press.
- Capshew, J. H. (1999). *Psychologists on the march: Science, practice, and professional identity in America, 1929- 1969*. Cambridge: Cambridge University Press.+

Capshew, J. H. & Laszlo, A. C. (1986). "We would not take no for an answer": Women psychologists and gender politics during World War II. *Journal of Social Issues*, 42, 157-180.

Cattell, J. M. (1890). Mental tests and measurements. *Mind*, 15, 373-380. Available at: <http://psychclassics.yorku.ca/Cattell/mental.htm>

Clark, K. E. (1957). *America's psychologists: A survey of a growing profession*. Washington, DC: American Psychological Association.

Cohen, L. D. (1992). The academic department. In D. K. Freedheim (Ed.), *History of psychotherapy: A century of change* (pp. 731-764). Washington DC: American Psychological Association.\*

Collins, A. F. (1999). The enduring appeal of physiognomy: Physical appearance as a sign of temperament, character, and intelligence. *History of Psychology*, 2, 251-276.

Coon, D. J. (1992). Testing the limits of sense and science: American experimental psychologists combat spiritualism, 1880-1920. *American Psychologist*, 47, 143-151.\*

Cronbach, L. J. (1975). Five decades of public controversy over mental testing. *American Psychologist*, 30, 1-14.

Cushman, P. (1995). *Constructing the self, constructing America: A cultural history of psychotherapy*. Reading, MA: Addison-Wesley.+

Dahlstrom, W. G. (1985). The development of psychological testing. In G. A. Kimble and K. Schlesinger (Eds.) *Topics in the history of psychology, Vol. 2*. Hillsdale, NJ: Erlbaum.

Daniels, G. H. (1967). The process of professionalization in American science: The emergent period, 1820-1860. *Isis*, 58, 150-166.

Dubois, P. H. (1970). *A history of psychological testing*. Boston: Allyn & Bacon.

English, H. B. (1938). Organization of the American Association for Applied Psychology. *Journal of Consulting Psychology*, 2, 7-16.

Fancher, R. E. (1985). *The intelligence men: Makers of the IQ controversy*. New York: Norton.\*

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- Garfield, S. (1981). Psychotherapy: A 40-year appraisal. *American Psychologist*, *36*, 174-183.
- Garfield, S., & Kurtz, R. (1976). Clinical psychologists in the 1970s. *American Psychologist*, *31*, 1-9.
- Gieryn, T. (1983). Boundary-work and the demarcation of science from non-science: Strains and interests in professional ideologies of scientists. *American Sociological Review*, *48*, 781-795.
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- Goddard, H. (1912). *The Kallikak family: A study in the heredity of feeble-mindedness*. New York: MacMillan.
- Goldberg, L. (1971). A historical survey of personality scales and inventories. In P. McReynolds (Ed.), *Advances in psychological assessment* (pp. 296-336). Palo Alto, CA: Science and Behavior Books.
- Goode, W. J. (1960). Encroachment, charlatanism and the emerging profession: Psychology, sociology and medicine. *American Sociological Review*, *25*, 902-914. ???
- Goodman, J. T. (2000). Three decades of professional psychology: Reflections and future challenges. *Canadian Psychology*, *41*, 25-33.
- Grob, G. N. (1991). *From asylum to community: Mental health policy in modern America*. Princeton, NJ: Princeton University Press.
- Gurin, G., Veroff, J., & Feld, S. (1960). *Americans view their mental health, Joint Commission on mental illness and health monograph series No.4*. New York: Basic Books.
- Guze, H., & Guze, V. (1957). Degrees, doctors and psychologists. *American Psychologist*, *12*, 39-41.
- Hale, N. G. (1995). *The rise and crisis of psychoanalysis in the United States: Freud and the Americans, 1917-1985*. New York: Oxford.
- Hathaway, S. R. (1974). Through psychology my way. In T. S. Krawiec (Ed.), *The psychologists, Volume 2* (pp. 105-123). New York: Oxford University Press.
- Herman, E. (1995). *The romance of American psychology: Political culture in the age of experts*. Berkeley: University of California Press.

Hilgard, E. R. (1987). Clinical psychology. In E. R. Hilgard, *Psychology in America: A historical survey* (pp. 615-661). New York: Harcourt, Brace, Jovanovich.

Hilgard, E. R. (1987). The professional organization of psychologists: Scholars and practitioners. In E. R. Hilgard, *Psychology in America: A historical survey* (pp. 731-771). New York: Harcourt, Brace, Jovanovich.

Hogan, D. B. (1977). *The regulation of psychotherapists (2 vols.)*. Cambridge, MA: Ballinger.

Hollingworth, L. S. (1918). Tentative suggestions for the certification of practicing psychologists. *Journal of Applied Psychology*, 2, 280-284.

Hornstein, G. A. (1992). The return of the repressed: Psychology's problematic relations with psychoanalysis, 1909-1960. *American Psychologist*, 47, 254-263.

Humphreys, K. (1996). Clinical psychologists as psychotherapists: History, future, and alternatives. *American Psychologist*, 51, 190-197.

Hunt, W. A. (1951). Clinical psychology: Science or superstition. *American Psychologist*, 6, 683-687.

Jones, K. W. (1999). *Taming the troublesome child: American families, child guidance, and the limits of psychiatric authority*. Cambridge, MA: Harvard University Press.

Katzell, R. & Austin, J. (1992). From then to now: The development of industrial-organizational psychology in the United States. *Journal of Applied Psychology*, 77, 803-835.

Kelly, E. L. (1961). Clinical psychology—1960: A report of survey findings. APA Division of Clinical Psychology, Newsletter, 14, 1-11.

Kevles, D. J. (1968). Testing the army's intelligence: Psychologists and the military in WWI. *Journal of American History*, 55, 565-581.

Klopfer, W. G. (1973). The short history of projective techniques. *Journal of the History of the Behavioral Sciences*, 9, 60-65.

Koppes, L. (Ed.) (2007). *Historical perspectives in industrial and organizational psychology*. Mahwah, NJ: Erlbaum.

Kronk, C. (1979). Role of women psychologists during the second world war. *Psychological Reports*, 45, 111-116.

Levine, M. & Wishner, J. (1977). The case records of the Psychological Clinic at the University of Pennsylvania. *Journal of the History of the Behavioral Sciences*, 13, 59-66.

- Louttit, C. M. (1939). The nature of clinical psychology. *Psychological Bulletin*, 36, 361-389.
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