

# Pioneers of the 1800s and 1900s

By Amy Quarton

# Discussion Questions

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- In the 1800s, what was the zeitgeist of USA's psychology?
- Who was William James? How did he contribute to psychology?
- Who was G. Stanley Hall? How did he contribute to psychology?
- What barriers did USA's minority students face in the 1800s?
- In 19th century USA, who was influential in psychology? In 20th century USA?

**In the 1800s, what was the  
zeitgeist of USA's  
psychology?**

# In the 1800s, what was the zeitgeist of USA's psychology?

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# In the early 1800s, what was the zeitgeist of USA's psychology?

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- In the **early 1800s**, psychology was dominated by philosophy and religion.
  - There were only a few universities in the USA, and many professors were also Protestant ministers.
    - E.g., Harvard University (est. 1636); University of Pennsylvania (est. 1740); College of William and Mary (est. 1779)
  - General Psychology was called Mental Philosophy.
  - There were no experimental psychology labs or academic journals in the USA.

# In the early 1800s, what was the zeitgeist of USA's psychology?

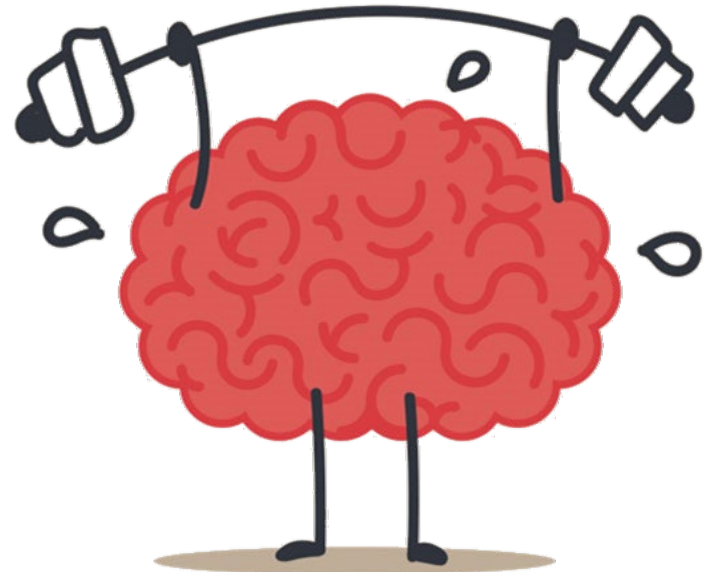
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- It was also dominated by Scottish realist philosophers' **faculty psychology**.
  - They defined faculties as parts of the mind, each with a specific function, that interact to produce behavior.
  - **Thomas Reid** divided the faculties into two categories:
    - **Intellectual faculties** include memory and reasoning.
    - **Active faculties** include free will and emotions.
- In **1858**, **Thomas Upham** published *Elements of Mental Philosophy*, American psychology's 1<sup>st</sup> textbook.

# In the early 1800s, what was the zeitgeist of USA's psychology?

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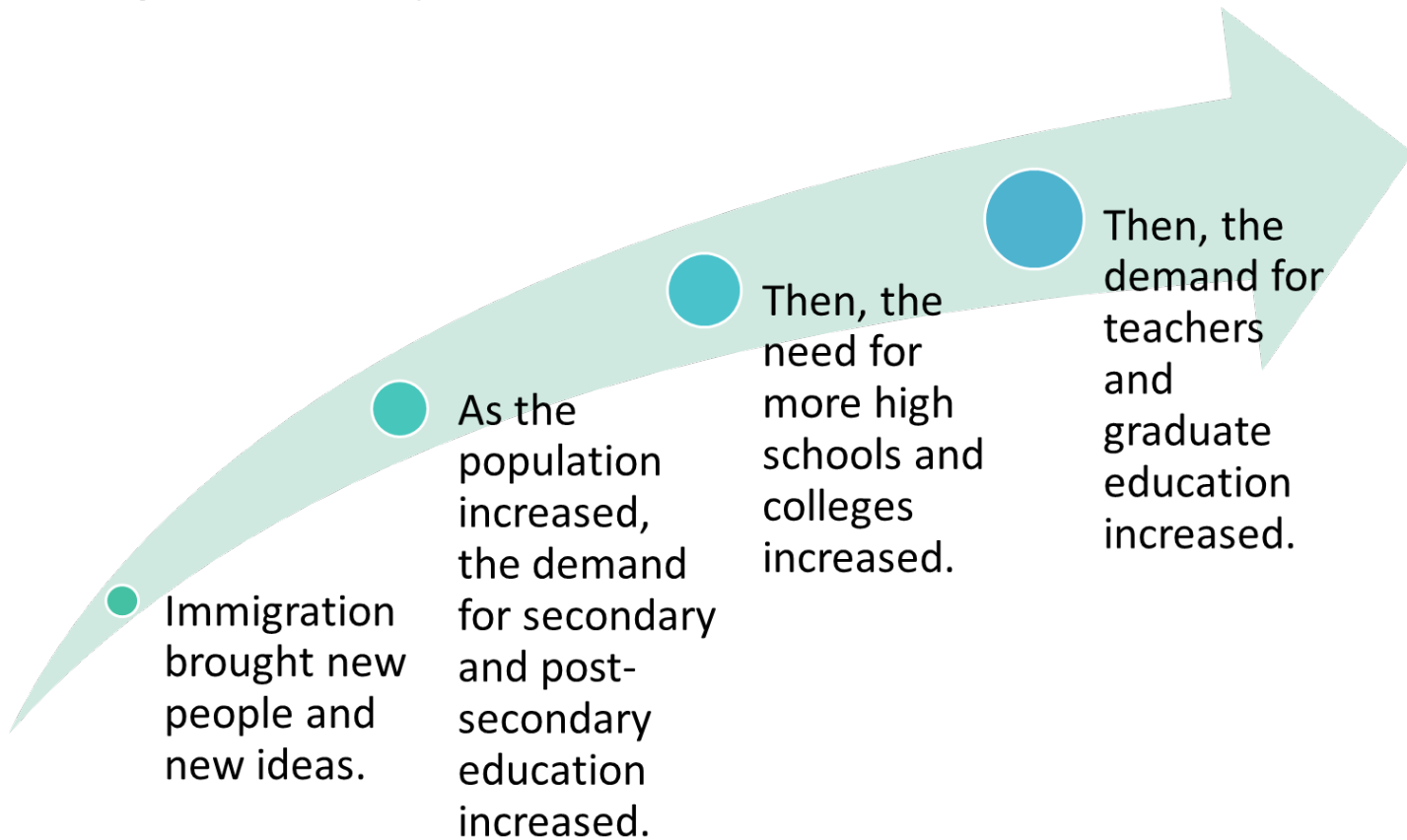
- By observing behavior, philosophers speculated about the principles that explain these faculties.
- They said the mind is like a muscle.
  - Strengthen the intellectual faculties to overpower the active faculties.



# In the mid-1800s, what was the zeitgeist of USA's psychology?

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- In the **mid-1800s**, higher education began to change and expand in the USA.

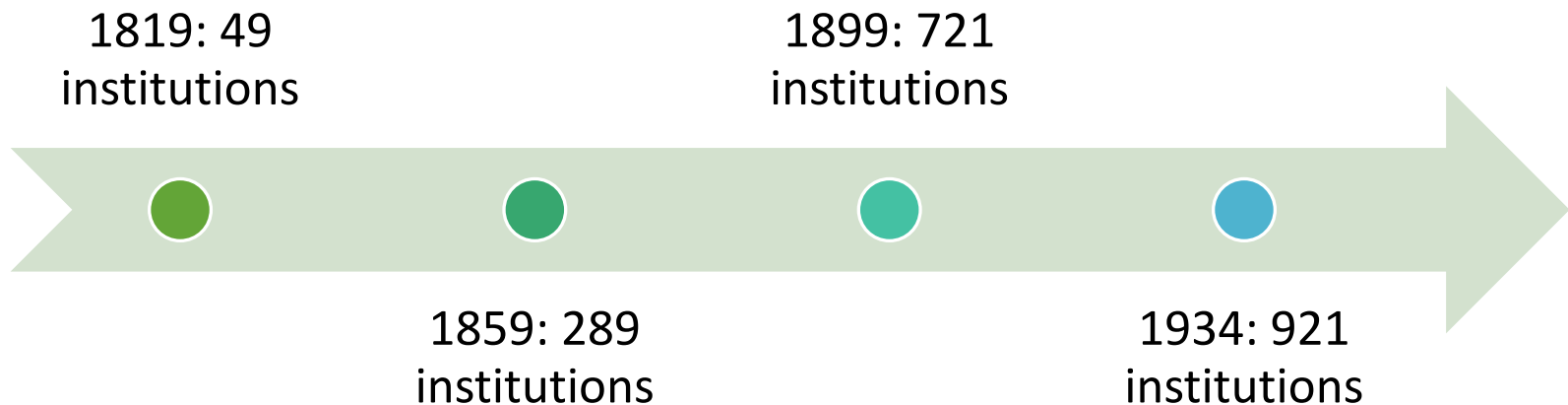




# In the mid-1800s, what was the zeitgeist of USA's psychology?

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- #1: The federal government passed the [Morrill Land Grant Act of 1862](#), which gave land to the states to build universities.



# In the mid-1800s, what was the zeitgeist of USA's psychology?



# In the mid-1800s, what was the zeitgeist of USA's psychology?

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- #2: The demand for higher education also led to the establishment of colleges dedicated to women and African Americans.

**Harris-Stowe State  
University  
1857**



**Vassar College  
1861**

**Howard  
University  
1867**

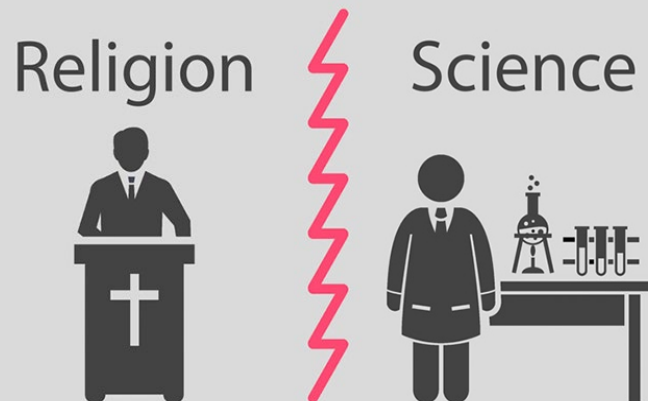


**Smith College  
1871**

# In the late 1800s, what was the zeitgeist of USA's psychology?

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- Universities began to emphasize the scientific method and the creation of new knowledge.
  - Religion and science were separate fields of study.
  - Professors were no longer acting as priests, and they supported evolution as opposed to creationism.



# In the late 1800s, what was the zeitgeist of USA's psychology?

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- Psychology in the USA reflected Wundt's "scientific" (i.e., introspective) psychology and Darwin's theory of evolution.
  - This trend would continue until WWI when behaviorism became the dominant force in psychology.

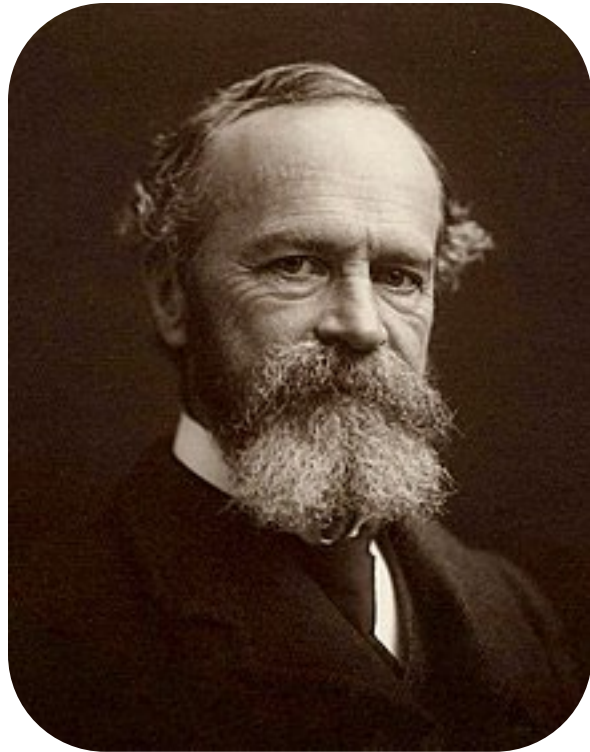




**Who was William James?  
How did he contribute to  
psychology?**

# Who was William James?

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- **William James** (1842-1910) is known as the “1<sup>st</sup> American psychologist” and the “father of American psychology.”
- He wrote widely on many topics, including epistemology, education, metaphysics, psychology, religion, and mysticism.

# Who was William James?

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- He was born in New York City to a wealthy family full of educated, brilliant individuals.
  - From a young age, he was encouraged to learn.
  - He went on to study and work at one of the most prestigious universities in the USA.
  - Throughout his life, he made 16 trips to Europe.



# Who was William James?

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- In 1865, he traveled to the Amazon and found his own evidence of Darwin's theory of evolution.
- He earned his MD from Harvard Medical School in 1869.
- In the 1870s, he traveled to Germany and studied experimental physiology with the leading physiologists (such as Helmholtz).

# How did James contribute to psychology?

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- In 1875, he began teaching the 1<sup>st</sup> psychology course and created an experimental psychology lab at Harvard to demonstrate lecture concepts.
  - He preferred introspection and was critical of “brass instrument” psychology, which included reaction time studies, psychophysics, and surveys.
  - Initially, he did not conduct any experiments in the lab.



HARVARD  
UNIVERSITY

# How did James contribute to psychology?

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- He oversaw Harvard's 1<sup>st</sup> doctoral program in psychology.
  - The first PhD in psychology at Harvard University was earned by [G. Stanley Hall](#) in [1878](#).
  - He also taught [Mary Whiton Calkins](#), [E. L. Thorndike](#), and [Theodore Roosevelt](#).



**HARVARD**  
UNIVERSITY

# How did James contribute to psychology?

- In 1890, he published *The Principles of Psychology*.
  - It became one of psychology's most influential texts.
  - He cited studies that used introspection, experiments, and questionnaires.
  - He suggested consciousness helps humans adapt to their environment (like Darwin).

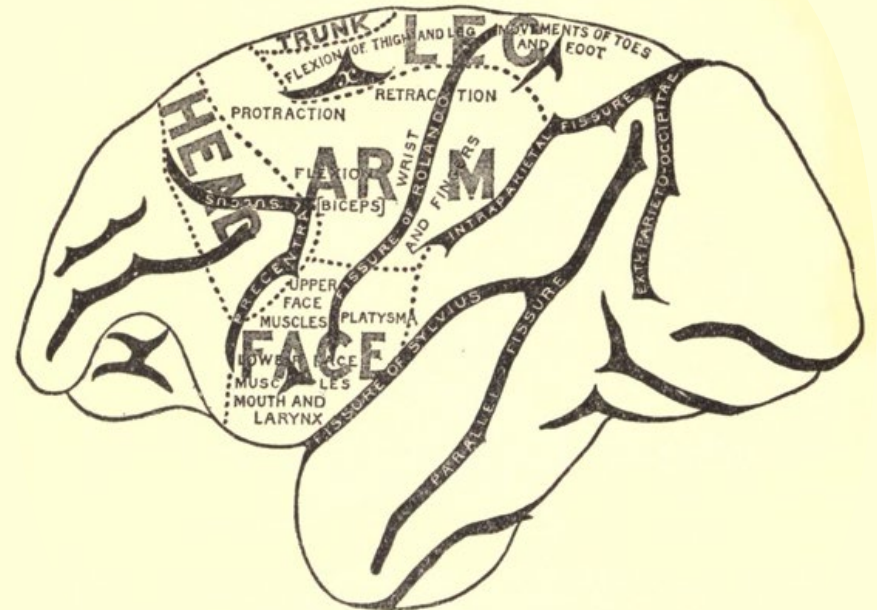


FIG. 6.—Left Hemisphere of Monkey's Brain. Outer Surface.

# How did James contribute to psychology?

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- He said the rational mind can never believe that life has meaning.
- But, he urged us to *think* and *act* as if it does.
  - By fantasizing about the future, we create purpose.
  - By actively working toward those goals, we create our own happiness.

A low-angle photograph of a dense tropical forest. Sunlight filters through the thick canopy of palm trees and other tropical foliage, creating a dappled light effect. The perspective is looking upwards, emphasizing the height of the trees.

**Believe that life is worth living  
and your belief will help create  
the fact.**

William James

# How did James contribute to psychology?

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- He served as the 3<sup>rd</sup> president of the APA in 1894.
- In the late 1800s, he helped establish functionalism.
  - Although he did not identify as a functionalist, he is considered its founder!
  - He said psychology should examine the *function* of mental processes and behavior, including how they help us *adapt* to our environment.

# How did James contribute to psychology?

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- He said consciousness was personal, selective, and ever changing.
- He also supported the existence of a subconscious that processes information, too.
  - E.g., “It’s on the tip of my tongue”, habits
  - Habits allow consciousness to focus on adaptation.

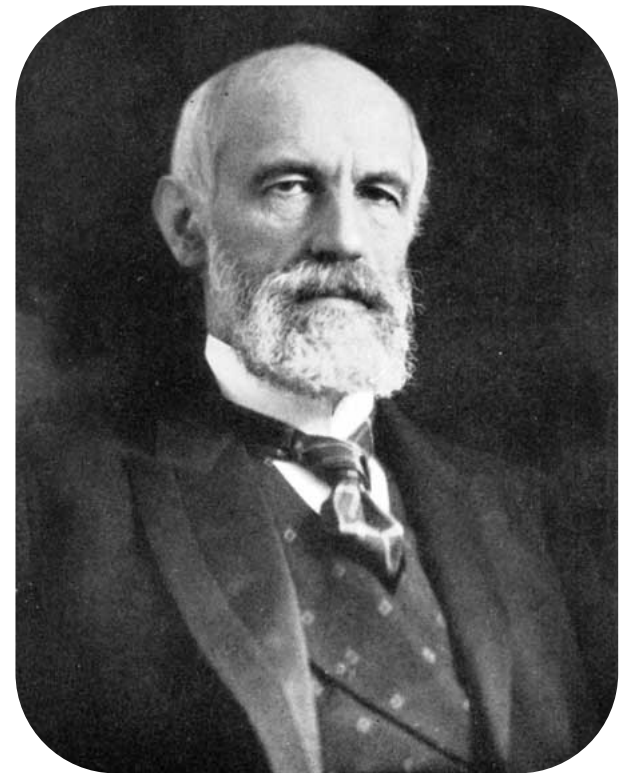


**Who was G. Stanley Hall?  
How did he contribute to  
psychology?**

# Who was G. Stanley Hall?

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- **Granville Stanley Hall** (1844-1924) is known as the “son of American psychology” because he was trained by **William James**.
- He was also one of psychology’s most influential promoters.



# Who was G. Stanley Hall?

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- He was born in Massachusetts to loving parents.
  - They nurtured his love of learning and his development of an open mind.
- In 1878, he earned America's 1<sup>st</sup> PhD in psychology from Harvard University.
  - His dissertation was supervised of William James.

# Who was G. Stanley Hall?

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- In 1879, Hall studied physiological psychology in Germany but was *not* impressed with Wundt.
  - Instead, he became interested in human development, evolutionary psychology, eugenics, and spiritualism.
- After he returned to the USA, he taught at John Hopkins University and then Clark University.



# How did Hall contribute to psychology?

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- In 1883, he founded the 1<sup>st</sup> experimental psychology lab *in the USA* at John Hopkins University.
  - He focused on the origins and development of consciousness and behavior (“genetic” psychology).
  - This included comparative, developmental, and abnormal psychology.
- In 1887, he published the 1<sup>st</sup> academic journal in the USA, the *American Journal of Psychology*.





# How did Hall contribute to psychology?

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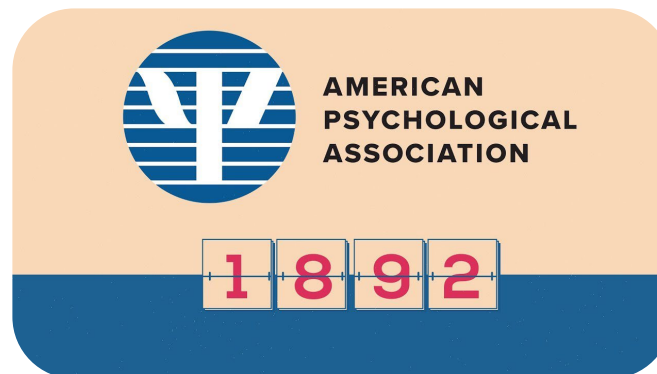
- In 1889, Clark University hired him to be its 1<sup>st</sup> president.
  - He promoted the use of science across departments.
  - He built an experimental psychology lab focused on developmental, abnormal, and comparative psychology.
  - Edmund Sanford inspired Willard Small to conduct the 1<sup>st</sup> maze learning studies in this lab in the late 1890s.



# How did Hall contribute to psychology?

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- In 1892, he founded the American Psychological Association ([APA](#)) and served as its 1<sup>st</sup> president.
  - Today, this organization is focused on the advancement of the profession of psychology.
  - It also publishes theoretical and practical research.





# How did Hall contribute to psychology?

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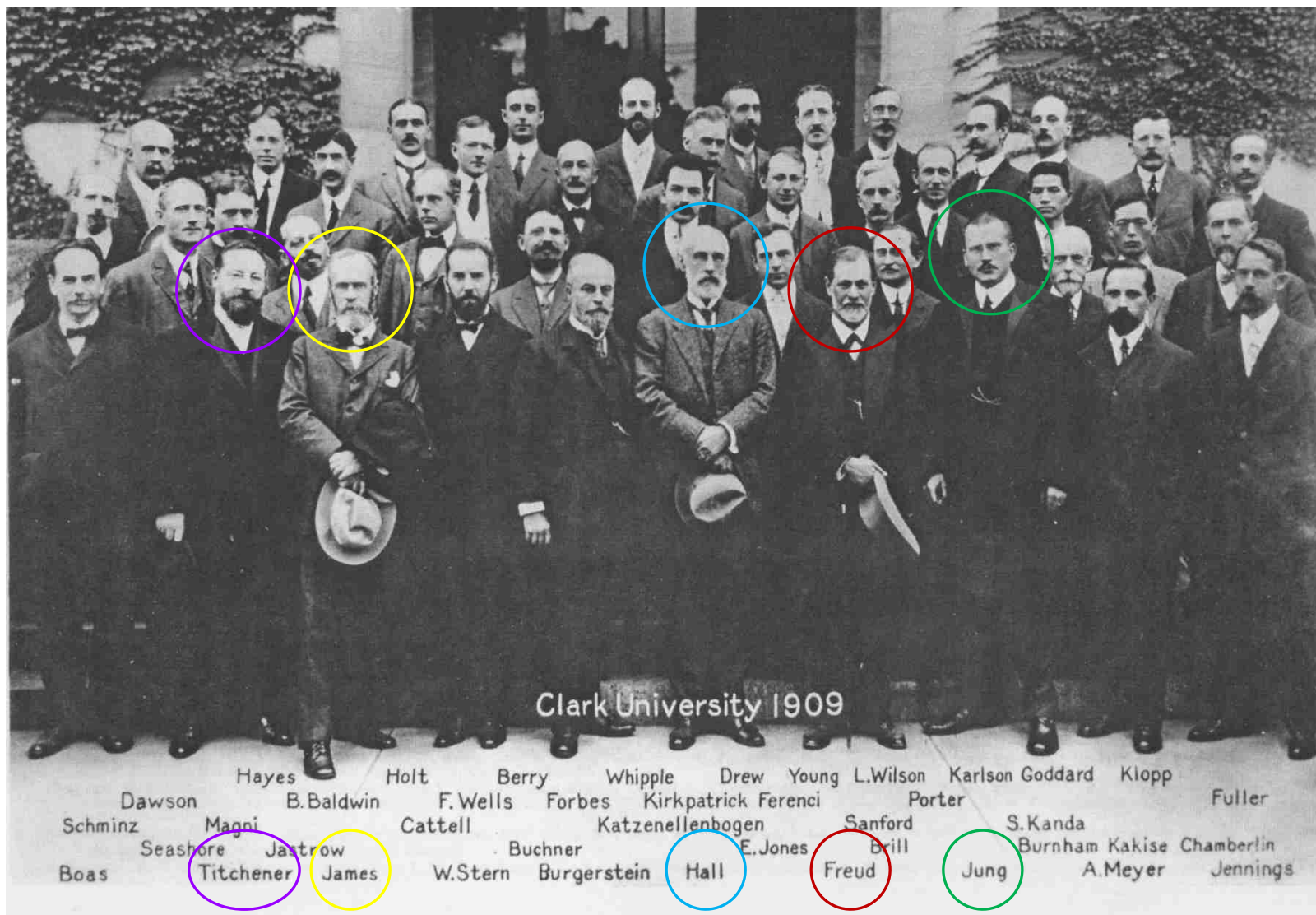
- In the late 1800s and early 1900s, he was a pioneer in developmental psychology.
  - He wrote several textbooks about the stages of life.
  - He described adolescence as a time of storm and stress.
    - See *Adolescence - Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, and Religion* (1931)
  - He also identified some of the developmental changes that occur as humans age.

# How did Hall contribute to psychology?

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- In 1909, he invited Sigmund Freud to give a lecture at Clark University's conference.
  - They had similar interests (e.g., human development, sexuality, and abnormality).
  - The visit introduced psychoanalysis to the USA and boosted Freud's confidence in his ideas.







**What barriers did minority students face in the 1800s?**

# What barriers did minority students face in the 1800s?

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- Throughout the **1800s**, access to higher education in the USA was limited to European American males in the middle and upper classes.
  - Gender, racial, ethnic, religious, and socioeconomic minorities were actively discouraged from attending college.



# What barriers did minority students face in the 1800s?

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- Barrier #1 – Explicit prohibition
  - Minorities were discouraged and often prohibited from attending many colleges.
  - However, some individuals were permitted to complete degrees “unofficially” without earning a diploma.
- Barrier #2 – Prevailing stereotypes
  - Minorities were thought to be intellectually inferior and less likely to benefit from higher education.

# What barriers did minority students face in the 1800s?

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- Barrier #2 – Prevailing stereotypes
  - The notion of the **women's sphere** suggested women were intellectually incapacitated once a month (false).
  - The **variability hypothesis** said men showed a greater degree of variability in intelligence than women (false).
  - Thus, women were said to be best suited for the roles of wife, mother, and care giver.

# What barriers did minority students face in the 1800s?

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- Barrier #2 – Prevailing stereotypes
  - In 1897, G.R. Stetson tested the memory of 1,000 black and white children in Washington, D.C.
    - He found that black and white children did not differ in their ability to memorize poems.
    - He interpreted this to mean that memorization must be a poor test of intelligence (false).



# What barriers did minority students face in the 1800s?

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- Barrier #3 – Lack of opportunities in undergraduate programs
  - Minority colleges offered fewer psychology courses and fewer hands-on research opportunities.
  - As a result, minorities' applications were less competitive.

# What barriers did minority students face in the 1800s?

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- Barrier #4 – Lack of job opportunities after graduate school
  - Minority members often taught at minority colleges for lower salaries and no lab space.
  - E.g., African-Americans with advanced degrees in psychology were most likely to teach at [historically black colleges and universities \(HBCUs\)](#).

**In 19th century USA, who  
was influential in  
psychology? In 20<sup>th</sup> century  
USA?**

# In 19<sup>th</sup> century USA, who was influential in psychology?

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- **Mary Whiton Calkins** (1863-1930) was an American psychologist and philosopher.



- In **1905**, she was the 1<sup>st</sup> woman president of the APA.
- In **1918**, she was the 1<sup>st</sup> woman president of the American Philosophical Association.

# In 19<sup>th</sup> century USA, who was influential in psychology?

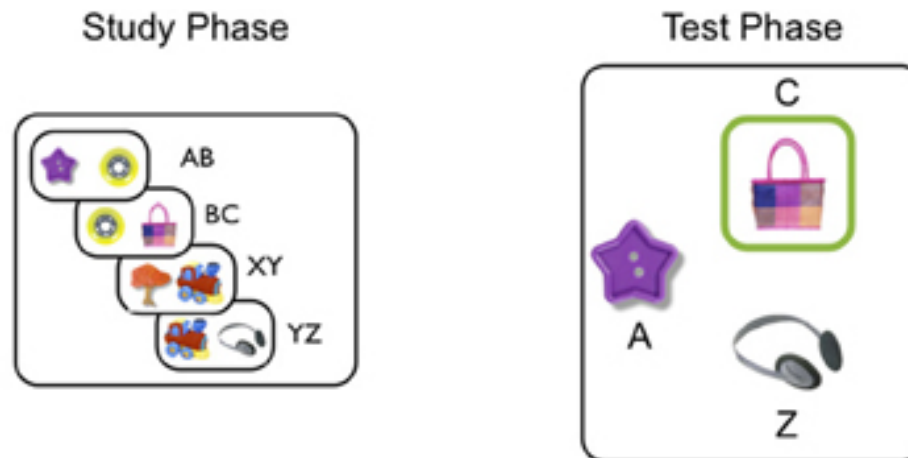
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- She graduated from Smith College in 1882.
- She completed the PhD program at Harvard in 1896 but was never awarded the degree!
  - She was not impressed with Wilhelm Wundt's and William James' introspection.
  - She studied experimental psychology with Edmund Sanford in G. Stanley Hall's lab at Clark University.
  - Her dissertation was completed under Hugo Münsterberg's supervision.

# In 19<sup>th</sup> century USA, who was influential in psychology?

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- She invented the memory procedure known as **paired associates learning**.
  - She examined frequency, recency, vividness, and primacy and concluded that frequency is the key to strong associations.



# In 19<sup>th</sup> century USA, who was influential in psychology?

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- **Christine Ladd-Franklin** (1847-1930) was an American psychologist and mathematician.
- She was one of the 1<sup>st</sup> female members of the APA.
- She is also known for her social activism.
  - She protested the lack of opportunities for women in psychology.



# In 19<sup>th</sup> century USA, who was influential in psychology?

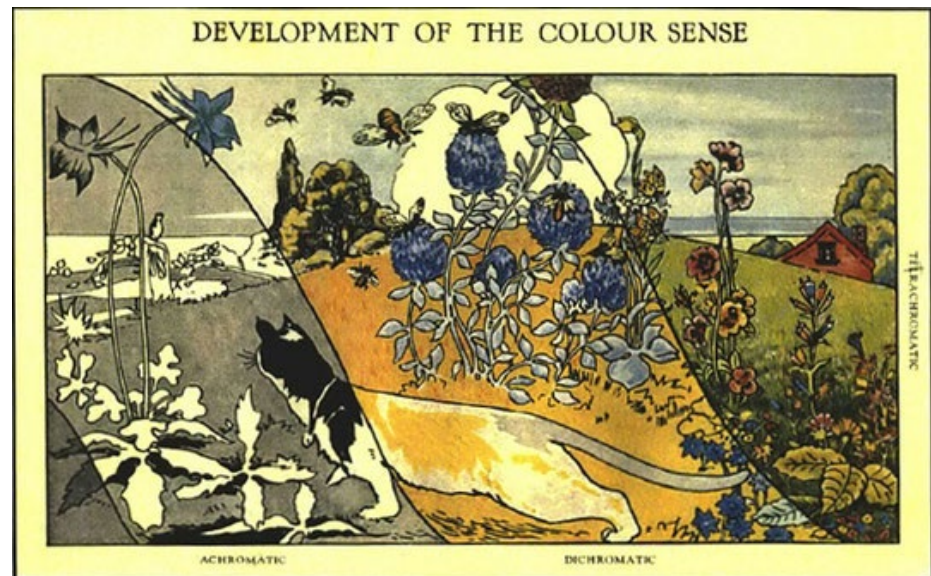
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- She graduated from Vassar College in 1866.
- She was the 1<sup>st</sup> woman to earn a PhD in math and logic in 1882.
  - John Hopkins University didn't award it until 1927!
- Unable to secure a lab, she used the labs of G.E. Müller and Hermann von Helmholtz to conduct her experiments.



# In 19<sup>th</sup> century USA, who was influential in psychology?

- She published her theory of color vision in 1929 in *Color and Color Theories*.
  - Achromatic vision appeared 1<sup>st</sup>.
  - Blue-yellow sensitivity appeared 2<sup>nd</sup>.
  - Red-green sensitivity appeared 3<sup>rd</sup>.



# In 20<sup>th</sup> century USA, who was influential in psychology?

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- **Margaret Floy Washburn** (1871-1939) was an American psychologist.



- In **1894**, she was the 1<sup>st</sup> woman to earn a PhD in psychology.
  - She was **Edward Titchener's** 1<sup>st</sup> PhD student at Cornell University.
- She was president of the **APA** in **1921**.

# In 20<sup>th</sup> century USA, who was influential in psychology?

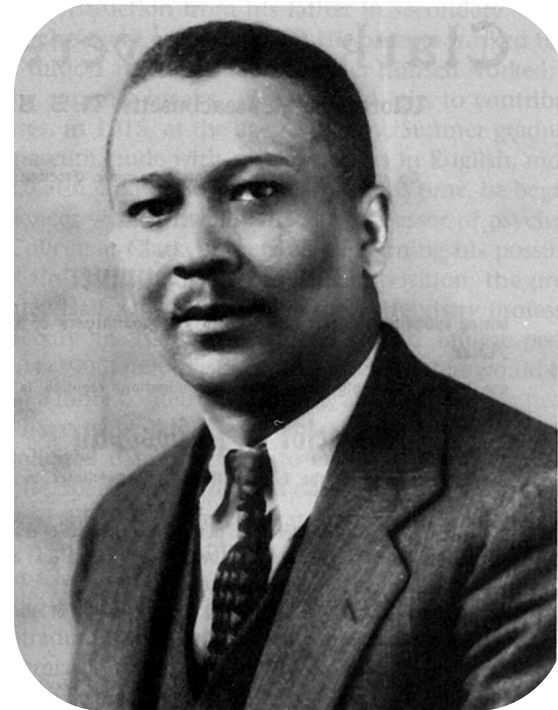
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- Washburn studied humans and animals.
  - She promoted her students' work, helping to publish nearly 70 studies in her lifetime.
- She explored perception, visual imagery, empathy, helping behavior, and consciousness.
- She compiled the results of experimental comparative psychology in a popular text, *The Animal Mind*, in 1908.

# In 20<sup>th</sup> century USA, who was influential in psychology?

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- **Francis Sumner** (1895-1954) was an American psychologist and WWI veteran.
- In **1920**, he was the 1<sup>st</sup> African American to earn a PhD in psychology.
  - He studied with **G. Stanley Hall** at Clark University.
  - He was drafted to serve in WWI in **1918** (before it ended) and was discharged in **1919**.



# In 20<sup>th</sup> century USA, who was influential in psychology?

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- He wrote more than 2,000 abstracts for the *Journal of Social Psychology* and *Psychology Bulletin* throughout his career.
- From 1928-1954, he chaired Howard University's psychology department.
  - He created influential bachelor's and master's programs.
  - His research focused on racial bias, religion, and justice.
  - He inspired Kenneth B. Clark and Mamie Phipps Clark.



MALE LINE		FEMALE LINE	
No. 1	No. 2	No. 3	No. 4
female-MALE	FEMALE-male	MALE-female	male-FEMALE
Sadistic	Masochistic	Sadistic	Masochistic
Aggressive	More passive	Aggressive	More passive
Will-to-power	Will-to-love	Will-to-power	Will-to-love
Hate	Love	Hate	Love
Ambitious to attain a goal	Paterfamilias—goal of ambition	Ambitious to attain a goal	Family—goal of ambition
Considers woman inferior—enemy of woman save as means to sex-gratification	Lauds woman	Considers woman inferior—enemy of woman rôle save as means to sex-gratification	Lauds woman-rôle
Differentiates self from woman	Would like to be a woman	Differentiates self from woman	Would like to be perfect woman-mother
Superior in intellect	Inferior intellect	Superior intellect	Inferior intellect
Rational	Intuitive	Rational	Intuitive
More conscious	More unconscious	More conscious	More unconscious
Removed from youthful type	Nearer youthful type	Removed from youthful type	Nearer youthful type
Revengeful	Forgiving	Revengeful	Forgiving
Jealous	Not jealous	Jealous	Not jealous
Malevolent	Benevolent	Malevolent	Benevolent
Envious	Charitable	Envious	Charitable
Cruel	Compassionate	Cruel	Compassionate
Egoistic	Social	Egoistic	Social
Misanthropic	Philanthropic	Misanthropic	Philanthropic
Ungrateful	Grateful	Ungrateful	Grateful
Discourteous	Courteous	Discourteous	Courteous
Vain	Modest	Vain	Modest
Courageous	Fearful	Courageous	Fearful
Selfish	Generous	Selfish	Generous
Impenitent	Penitent	Impenitent	Penitent

The character-traits enumerated above are peculiar to the more masculine of the male and female lines; and to the more feminine of the male and female lines. Thus underlying the psychological and moral character-traits of any individual are biological characters predisposing the individual to masculine or feminine tendencies.

The four great psychological character-types above indicated correspond exactly to the four great biological character-

types of bisexual humanity an account of which latter was given in Chapter I.

No. 1  
M<sub>1</sub>

No. 2  
M<sub>2</sub>

No. 3  
F<sub>1</sub>

No. 4  
F<sub>2</sub>

For reasons to be seen in the following chapter, it is preferable to call these character-types thus:

No. 1  
Adlerian Male

No. 2  
Freudian Male

No. 3  
Adlerian Female

No. 4  
Freudian Female

after Adler and Freud, the two great founders of psychoanalysis whose doctrines of the neuroses open to us such a profound insight into the very psychological nature of these great character-types.

### III

Question arises whether or not it would prove remunerative to throw the searchlight of psychoanalysis upon the lives of its very founders. Such an exploration, to be sure, would reveal a wealth of insight as regards the seemingly irreconcilable antagonism which exists between Freud and Adler. More than this, it would contribute a much needed correlation between their respective theories. In evidence of the above, the following considerations may lend some meager suggestions:

Freud himself makes public in his "History of the Psychoanalytic Movement" the irreconcilable antagonism which existed between Adler and himself, which in 1911 culminated in the former's actual withdrawal from the Freudian school and in the founding of a new school of his own. This last resort was reached only after much bitter personal antipathy, an example of which is immediately evidenced in the embarrassing terms with which Adler once in the presence of the Psychoanalytic Society addressed Freud: "Do you believe it is such a great pleasure for me to stand in your shadow all my life?" From the inferior position of Freud's pupil, Adler independently arose to the commanding position of his hated rival.

The fundamental nature of this seemingly irreconcilable "scientific antagonism" lay in the personal psychic nature of the two men, whom we may excellently study in their respective exteriorizations, i. e., in their respective doctrines of the neuroses.

As a result of a long and painstaking experimentation with psychotics and neurotics, Freud formulated his famed theory of the etiology and therapy of the psycho-neuroses. It must not be hastily assumed that Freud, in formulating his remarkable theory, ignored the labors of his

# In 20<sup>th</sup> century USA, who was influential in psychology?

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- **Kenneth B. Clark** (1914-2005) and **Mamie Phipps Clark** (1917-1983) were American psychologists.
- They earned their master's degrees from Howard University in **1935** and **1939**.
- They married in **1937**.

# In 20<sup>th</sup> century USA, who was influential in psychology?

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- In 1940, Kenneth became the 1<sup>st</sup> African American to earn Columbia University's PhD in psychology.
- In 1942, he became the 1<sup>st</sup> African American tenured professor of psychology at City College of New York, where he would remain until his retirement in 1975.
- In 1971, he was the 1st African American president of the APA.



# In 20<sup>th</sup> century USA, who was influential in psychology?

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- In 1943, Mamie was the 2<sup>nd</sup> African American to earn a Columbia University's PhD in psychology.
- In 1946, the Clarks established Northside Center, a community counseling center for NYC families.
- They also studied racial bias in education and other topics in psychology and social psychology.

# In 20<sup>th</sup> century USA, who was influential in psychology?

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- In the 1930s, the Clark conducted their famous doll experiments to investigate the impact of racial segregation in the public-school system.
  - They compared the self-perceptions of black and white children in Washington, DC's segregated schools with those of black and white children in New York's integrated schools.
  - Their results were published in 1939 and 1940.

# In 20<sup>th</sup> century USA, who was influential in psychology?

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- They asked a sample of black students and white students to answer questions about a black doll and a white doll.
  - E.g., Which doll do you prefer? Which doll do most people prefer?
  - Both groups of children choose the white doll.



# In 20<sup>th</sup> century USA, who was influential in psychology?

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- They concluded that school segregation harms black children's identity development, including the way they see themselves and how they evaluate themselves.
- Their studies were influential in the *Brown v. Board of Education of Topeka (1954)* decision.
  - The court unanimously decided that school segregation is unequal and unconstitutional.