

The Archival Record of Psychology: Saving our Past to Secure our Future

David B. Baker

The Archives of the History of American Psychology
The University of Akron

Abstract

For historians, one of the most important of all sources of data are archival repositories. Archival repositories provide, in essence, the «inside story,» free of editorial revision or censure and marked by the currency of time as opposed to suffering the losses and distortion of later recall. The single largest collection of archival materials on psychology anywhere in the world can be found at the Archives of the History of American Psychology (AHAP) at The University of Akron in Akron, Ohio. Founded by psychologists John A. Popplestone and Marion White McPherson in 1965, its purpose is to collect and preserve the historical record of psychology. Central to this mission is the preservation of personal papers, artifacts, and media that tell the story of psychology. This paper provides an introduction to the AHAP and discusses the opportunities and challenges that exist in ensuring the historical record is properly preserved and made available for use by historians.

Keywords: Archives, History, Psychology.

THE ARCHIVAL RECORD OF PSYCHOLOGY: SAVING OUR PAST TO SECURE OUR FUTURE

The data of history is found in original source material. The published record provides access to original source material through monograph and serials that are widely circulated and available in most academic libraries (including reference works such as indexes, encyclopedias, and handbooks). Hard-to-find and out-of-print material is now much more easily available thanks to the proliferation in electronic resources. Too often valuable sources of information (obituaries, departmental and oral histories) that are vital to maintaining the historical record are not always catalogued and indexed in ways that make them readily available and visible. The most important of all sources of data are archival repositories. Within such repositories one can find records of individuals (referred to as manuscript collections) and organizations (termed archival collections). Manuscript collections preserve and provide access to unique

documents such as correspondence, lab notes, drafts of manuscripts, grant proposals, and case records. Archival collections of organizations contain materials such as membership records minutes of meetings, convention programs, and the like. Archival repositories provide, in essence, the «inside story,» free of editorial revision or censure and marked by the currency of time as opposed to suffering the losses and distortion of later recall. In much the same way, still images, film footage, and artifacts such as apparatus and instrumentation aid in the process of historical discovery.

THE ARCHIVES OF THE HISTORY OF AMERICAN PSYCHOLOGY

An important center for archival material in psychology can be found at The Archives of the History of American Psychology (AHAP) at the University of Akron in Akron, Ohio. In the early 1960s, a small group of psychologists, led by John A. Popplestone and Marion White McPherson, recognized that materials critical to understanding the development of psychology in America were being lost because there was no nationwide effort to preserve them. These concerns led to the founding of the AHAP at The University of Akron in 1965. From these small beginnings in the 1960s, the Archives in Akron have grown to house the largest collection of historical materials on psychology in the world (Baker, 2004). The materials in the Archives of the History of American Psychology form a database that is crucial to understanding our past, present and future. The size of the collection is now more than 10,000 linear shelf feet (placed end to end, the collection would stretch for two miles) and it grows daily. Scholars and researchers from around the world travel to Akron to work in the collection. Over a period of four decades, the results of that work can be seen in the publication of hundreds of books and journal articles, as well as several conferences, exhibits, and displays.

The mission of the Archives of the History of American Psychology is to stimulate, inform, and educate researchers, visitors, and the public about the science and practice of psychology, and to encourage research in the history of psychology. The AHAP actively acquires, preserves and provides access to primary sources and rare materials that support the teaching and research of the complete historical record of psychology. Through participation in education and outreach programs, presentation of exhibits, and accessibility to collections, the AHAP provides the public with increased awareness and education of the diverse and changing roles psychology has played in contributing to advances in science and practice. The items that are preserved as the tangible resources for research in the history of psychology are varied, yet limited to those which are not in the public domain or are not preserved in other repositories. Since an archives intends to preserve rather than create history, decisions about value, appropriateness, or importance of deposits are made with careful consideration

Central to the AHAP mission is the preservation of personal papers, artifacts, and media that tell the story of psychology in America. In archival terms, «papers» refers to one-of-a-kind (unique) items. Papers can include such things as correspondence (both personal and professional), lecture notes, diaries, and lab journals. Currently, the AHAP houses the personal papers

of over 700 psychologists. There are papers of those representing experimental psychology (Leo and Dorothea Hurvich, Kenneth Spence, Ward Halstead, Mary Ainsworth, Frank Beach, Knight Dunlap, Dorothy Rethlingshafer, and Hans Lukas-Teuber), and professional psychology (David Shakow, Edgar Doll, Leta Stetter Hollingworth, Herbert Freudenberger, Sidney Pressey, Joseph Zubin, Erika Fromm, Jack Bardon, Robert Waldrop, Marie Crissey, and Morris Viteles).

The humanities are also well-represented. Cultural anthropology (the Joseph L. Stone papers), theoretical studies of the arts (the Knight Dunlap and Rudolf Arnheim papers, respectively), literature and poetry (the Gardner and Lois B. Murphy papers), American history (the Robert I. Watson papers), comparative religion (the William S. Taylor papers), and linguistics (the Sylvia Scribner papers) are just a few of the topics in the humanities that are present in archival collections at AHAP.

The AHAP has a strong commitment to diversity and cultural plurality and houses growing collections on traditionally underrepresented psychologists and organizations. The papers of African American psychologist Robert Guthrie are housed at the AHAP and the Society of Indian Psychologists has designated the AHAP as the repository for its organizational records. The gathering of this primary source material is of significant value to historians interested in examining the impact that racism and discrimination has had on the field of psychology. Traditionally underrepresented groups in psychology have often been made invisible by the historical record but recent scholarship seeks to illuminate the people, places, and practices that have been part of both the problem and the solution to some of the 20th century's most vexing questions on race, gender, and religion (Winston, 2004; Philogene, 2004).

Examination and illumination of the contributions of traditionally underrepresented groups in psychology can also point to unseen and unknown influences that have shaped the field. An interesting example is a two-day conference that was sponsored by the AHAP in the fall of 2006 that examined the influential role Blackfoot Indian culture had on the work of psychologist Abraham Maslow. In 1938, Maslow engaged in relatively little-known field research among the Northern Blackfoot Indians located in Alberta, Canada. Maslow's time among the Blackfoot has been researched by members of the Itsinikssiitsi Blackfoot Narrative Project at Red Crow College on the Blood Indian Reserve in Alberta, Canada. The project, a study of Blackfoot storytelling and traditional oral education using a variety of Blackfoot narrative styles and their contents led the researchers to the Maslow Papers at the Archives of the History of American Psychology. In examining Maslow's visit to the Blackfoot Nation in 1938, the research team posits that Maslow was deeply influenced by Blackfoot narratives and means of communication. In particular they note that the Blackfoot cultural tenet of «Kimmapiiyipitssin» (habitual kindness) and the elements and symbolism of Blackfoot tipi design greatly influenced Maslow's conceptualization of his most noted theory, the hierarchy of needs.

A Smithsonian Affiliate, the AHAP houses more than 1,000 objects and artifacts that offer unique insights into the science and practice of psychology. Instruments from the brass and glass era of the late 19th century share space alongside such significant 20th century objects as the simulated shock generator used by Stanley Milgram in his famous studies of obedience and conformity, the flags of the Eagles and Rattlers of the Robbers Cave experiment by Muzafer and Carolyn Sherif, and the props that supported Philip Zimbardo's well-known Stanford

University prison studies. The objects and artifacts that occupy psychological laboratories and aid our assessment of mind and behavior are becoming objects of study in their own right (Robinson, 2001; Sturm & Ash, 2005; Tweney, 2004).

The centrality of scientific instruments in the manipulation and control of stimuli used in early experimental psychology makes an understanding of their origins, uses and limitations essential to the understanding of the successes and limitations of the discipline itself. It also fosters an understanding and appreciation of the development of psychology as a science and the role and value of instrumentation in the scientific enterprise. For students, such study also aids in critical thinking and promotes a deeper understanding of science and its place in modern society. For example, we continue to study reaction time and memory but we no longer use Hipp chronoscopes or mechanical memory drums. Changes in technology bring changes in methodologies and a host of other variables that are of interest to the historian of psychology.

Also included in the AHAP collections are the records of more than 50 psychological organizations such as the Association for Women in Psychology, the Association for Humanistic Psychology, the International Council of Psychologists, and the Psychonomic Society. Numerous international, state, and regional association records can be found at the AHAP. A growing test collection includes more than 10,000 tests and records. There are more than 15,000 photographs, and 7,000 reels of film including home movies of Freud, footage of Pavlov's research institute, and child development film from René Spitz and Arnold Gesell. The emphasis on American psychology is not intended to imply any nationalistic bias but rather represents the reality of the limits of resources (physical space, personnel, supplies, services, etc.) available for the acquisition, preservation, and dissemination of archival materials.

Archival materials serve as trace elements of people, places, and events to which we no longer have access. These archival elements are less fallible than human memory, and if properly preserved, are available to all for review and interpretation. With the advent of the information age, material that was once available only by visitation to an archival repository can now be scanned, digitized and otherwise rendered into an electronic format. For example, the Walter Miles Papers at the Archives of the History of American Psychology contain a folder of original materials received by and about Spanish psychiatrist and psychologist Emilio Mira. Digital copies of some of that material was exhibited at the 20th annual meeting of the Spanish Society for the History of Psychology and provided a unique glimpse into the intersection of the psychological, historical, social, and political during the Spanish Civil War (for an example, see Appendix A). Likewise, materials from the collection of David Shakow (an architect of the training of professional psychologists in America) related to the work of Spanish psychologist José Germain point to the rise of professional psychology in Europe (see Appendix B).

Access to this digital content is facilitated by the World Wide Web and the Archives of the History of American Psychology is utilizing the web to make more of its collection available on-line (www.uakron.edu/ahap). On the website one can find images and descriptions of the instrument and apparatus collections and a growing list of finding aids for manuscript collections. Finding aids are organized around a defined set of characteristics that typically include (for a complete example, see Appendix C).

- Collection dates (date range of the material)
- Size of collection (expressed in linear feet)
- Provenance (place of origin of a collection; previous ownership)
- Access (if any part of the collection is restricted)
- Finding aid preparer name and date of preparation
- Biographical/Historical note (a short, succinct note about the collection's creator)
- Scope and Content note (general description and highlights of the collection)
- Series Descriptions (headings used to organize records of a similar nature)
- Inventory (description and location of contents of a collection).

Even if an on-site review of the contents of a collection are not possible, reviewing and searching finding aids can still be useful because of the wealth of information they provide. Indeed, the digital movement is revolutionizing access to original source material.

CHALLENGES

Nothing lasts forever and this is especially true for the types of materials typically found in an archival repository. Ink and the paper that it is printed on fades and becomes brittle, films and photographs deteriorate and decompose, metal instruments are susceptible to rust, and books can harbor mold. While tools and techniques can prevent such hazards, they are often expensive and time consuming.

While the new digital age provides breathtaking access to a wealth of information, there is a downside. The ephemeral nature of much that is digital means that vast amounts of information that are not in hard copy, are daily lost to the delete or erase function of personal and institutional computers.

Perhaps the greatest loss of historical material is through the process of neglect. Individuals and organizations whose contributions merit preservation are often unaware of the ways in which their legacies can be maintained. Typically, constraints on space, whether the professional or home office, lead to the abandonment of valuable material to the dumpster. Just as the conservator applies remedies and cures to ailing materials, so too does the historical community need to educate and create awareness of the value of archival material. This includes information on what should be saved, how it can be preserved and where it might find a permanent home.

For more than 40 years, the Archives of the History of American Psychology has sought to acquire primary source material in the history of psychology and to educate others about the importance of this activity. Continued advances in our ability to rapidly generate and transmit information have helped to extend our reach to a global audience. Our goal in all this is to be a partner with our colleagues and friends around the world in ensuring that the archival record of psychology be as complete and inclusive as it can be.

Psychology has a history in many parts of the world. The establishment of archival repositories as well as policies and procedures that acquire, preserve, and render the historical record accessible are goals worth pursuing. There is no doubt that organizations such as la Sociedad Española de Historia de la Psicología have much to offer in this effort.

References

- BAKER, D. B. (2004): «Thirty-five years of archival achievement», in D. Baker (ed.): *Thick description and fine texture: Studies in the history of psychology*, (pp. vii-x), Akron, OH, University of Akron Press.
- PHILOGÈNE, G. (ed.) (2004): *Racial identity in context: The legacy of Kenneth B. Clark*. Washington, DC, American Psychological Association.
- ROBINSON, D. K. (2001): «Reaction-time experiments in Wundt's institute and beyond», in R. Rieber & D. K. Robinson (eds.): *Wilhelm Wundt in history: The making of a scientific psychology*. New York, NY, Kluwer, pp. 161-204.
- STURM, T. & M. ASH (2005): «Roles of instruments in psychological research», *History of Psychology*, 8, pp. 3-34.
- TWENEY, R. D. (2004): «Replication and the experimental ethnography of science», *Journal of Cognition and Culture*, 4, pp. 731-758.
- WINSTON, A. S. (ed.) (2004): *Defining difference: Race and racism in the history of psychology*. Washington, DC, American Psychological Association.

APPENDIX A

Invitation to a lecture by Dr. Emilio Mira.

Source: The Walter Miles Papers, Archives of the History of American Psychology,
The University of Akron, Akron, OH.

MEDICAL AID DIVISION
OF THE
SPANISH REFUGEE RELIEF CAMPAIGN

HON. HAROLD H. ICKES, *Honorary Chairman*
BISHOP FRANCIS J. MCCONNELL, *Chairman*

November 16, 1939

Chairman, DR. LENA HALPERN
60 Trumbull St.
New Haven, Conn.

Dear Friend:

Dr. Emilio Mira, internationally eminent psychologist and psychiatrist, authority on psychological effects of war on civilian and military populations, will be our guest of honor and principal speaker at a private informal dinner at the Hotel Taft on Tuesday, November 21st at 6:30 o'clock.

Treasurer, YNGVE OLSEN

LOCAL SPONSORS

DR. ROBERT L. CALHOUN
PROF. CLARK L. HULL
REV. G. S. LACKLAND
PROF. MARK A. MAY
DR. JOHN P. PETERS
DR. LISTON POPE
MISS EMILY WHITNEY
DR. C.-E. A. WINSLOW

NATIONAL SPONSORS

DR. GORDON W. ALLPORT
PROF. FRANZ BOAS
MRS. LOUIS D. BRANDEIS
BISHOP BENJAMIN BREWSTER
DR. A. A. BRILL
DR. WALTER B. CANNON
DR. J. MCKEEN CATTELL
DR. ALBERT EINSTEIN
DR. HAVEN EMERSON
DR. ABRAHAM FLEXNER
HELEN HALL
A. GORDON HAMILTON
MISS HELEN HAYES
DR. SAMUEL GUY INMAN
PAUL KELLOGG
PROF. EDUARD C. LINDEMAN
PROF. KIRTLEY F. MATHER
MR. ARCHIBALD MCLEISH
DR. KARL MENNINGER
DR. ADOLF MEYER
BRIG.-GEN. H. C. NEWCOMER
HON. CULBERT L. OLSEN
MRS. JAMES ROOSEVELT
DR. ISRAEL S. WECHSLER

Dr. Mira is well equipped to deal with the question of war and its effects on science and mankind. He was Professor of Psychiatry at the University of Barcelona, President of the Ninth International Congress of Psychology, Honorary Guest Speaker at the 1933 Congress of the American Association for the Advancement of Science, and Chief Psychiatrist of the Spanish Republican Army. His studies during the Spanish conflict gave him a wide knowledge of air raid psychosis and the mental reactions of a war population.

The Committee cordially invites you to attend this important discussion on human behavior under war conditions which we are sure will be beneficial to the wider understanding of mental hygiene. The dinner will be for the benefit of the Spanish scientists now in French internment camps.

Sincerely yours,

Lena Halpern

Lena Halpern, M.D., Chairman

Please reply in advance to Dr. Halpern
60 Trumbull Street, New Haven, Tel. 5-3648

At the door-- \$1.50 per person.

APPENDIX B

Memo from the International Association for the Coordination
of Psychiatry and Psychological Methods.

Source: The David Shakow Papers, The Archives of the History of American Psychology,
The University of Akron, Akron, OH.

INTERNATIONAL ASSOCIATION FOR THE COORDINATION OF
PSYCHIATRY AND PSYCHOLOGICAL METHODS

Dear Colleague:

We are pleased to let you know that our «Groupment» has held its announced meetings, two in Brusells and two in Zurich, on the occasion of the International Congress of Psychology, and the International Congress of Psychiatry.

Professor Meili (Berne), Director of the «Revue Suisse de Psychologie» has had the amability to offer his review to collect the papers of these meetings, and Mr. Hans Huber, editor of the Review, very much inclined always to help psychologists and psychiatrists, has accepted this proposition which give us the possibility to publish the contribution of our Groupment to Psychology and Psychiatry.

We take this opportunity to let you know that our next meeting will take place in connection with the XIII International Congress of Applied Psychology, Rome 9-14 April 1958. Professor M. Gozzano (Via Archimede 62, Roma), member of our Executive Committee, will take in hands the organisation of this meeting the program of which will be sent in the near future to members of our Groupement and to persons interested in these questions, who ask for it.

Very sincerely yours.

R. NYSSSEN
President

Bruxelles, 243 Avenue des Croix de Feu.

J. GERMAIN
General Secretary

29, Avenida General Mola, Madrid.

Madrid, 1 Janvier 1958.

APPENDIX C

Example of a finding aid.

Source: The Archives of the History of American Psychology,
The University of Akron, Akron, OH.

Archives of the History of American Psychology

The University of Akron

Sol L. Garfield Papers (1918-2004)

PAPERS: 1940-2004

VOLUME: 2.25 linear feet [M3373-M3377]

ACCESS: Some Restrictions Apply

PROCESSED BY: Tim Rogers

DATE: 25 October 2005

PROVENANCE: The Sol Garfield Papers were a gift of the Garfield family in 2005/06.

Biographical Note

Sol L. Garfield was born in Chicago on January 8th 1918. The son of Jewish immigrants from Russia, Garfield's formative years were very much influenced by the Depression of the 1930s. Despite economic concerns, Garfield made the decision to go to college and got his BS, MA, and Ph.D. from Northwestern University by the age of 24. Upon completing his degree he got a job as an army psychologist during World War II. His distinguished service led to the promotion of Chief Clinical Psychologist at the V.A. Hospital in Mendota, Wisconsin in 1946, and a year later, Directorship of the new clinical training program at the University of Connecticut. Following that time, Garfield spent 6 years at the V.A. in Downey, Illinois (1951-1957), six years at the Nebraska Psychiatric Institute (1957-1963), a brief stint at the Missouri Psychiatric Institute (1963-1964) followed by six years at Teachers College, Columbia University (1964-1970), and spent the rest of his career at Washington University in Saint Louis (1970-2003).

Garfield's career has been marked with several honors, consultant roles, editorial roles, and offices such as the President of the Division for Clinical Psychology (1964-1965) and the Society for Psychotherapy Research (1976-77). «He is an active researcher in the field of psychotherapy. A distinguished contributor to the scholarly body of knowledge in this area, his published works and other presentations are well known both nationally and internationally. The Handbook of Psychotherapy and Behavior Change, which Garfield coedited, is a standard and highly regarded reference work in the field» (American Psychologist, 1980, p 61). His contributions were acknowledged by the American Psychological Association which presented him with an award for Distinguished Contribution to Clinical Psychology (1976), Distinguished Contribution to Knowledge Award (1979), and Distinguished Scientist Award (1981). The Society for Psychotherapy Research also recognized Garfield's life long contributions by presenting him with an award for Distinguished Research Career Award (1989). Over the course of his life, Garfield contributed nearly 200 publications related to psychology and some

aspect of psychotherapy. His life reflected his deep conviction to see clinical services for people in distress are constantly improved by quality research and superb clinical training. Garfield died on August 14th 2004 in Cleveland due to a heart attack at the age of 86.

Scope and Content

The Sol L. Garfield papers are organized into the following record series: I. Biographical; II. Correspondence; III. Research; IV. Book Reviews; V. Teaching Materials.

The papers of Sol L. Garfield comprise his extensive research on psychotherapy, clinical psychology, and other various mental health topics that pertain to assessment and diagnosis. Most of the research materials available in this collection are reprints from Garfield's publications and relevant articles from other authors he used in conducting his research. In addition to these research materials, this collection contains notes, reviews of his work, syllabi of courses, and presentations given by Garfield throughout his career. This collection also documents Garfield's involvement with professional affiliations such as the American Psychological Association and others as a consultant, member, officer, and acknowledged scholar.

Series Description

I. Biographical File: This series consists of autobiographical information from his curriculum vitae, awards, correspondence with publishers, and various manuscripts and publications that provide additional commentary on the life and contributions of Sol L. Garfield.

II. Correspondence: This series contains correspondence related to conferences and presentations, consultant work, general correspondence, and correspondence related to publication matters. The dates of correspondence range from 1948-2004 and are arranged according to the subject matter of the correspondence.

III. Research: Included in this series are reprints, manuscripts, and other professional publications such as newsletters that convey information about clinical psychology, eclecticism, education, IQ, mental retardation, psychology, pharmacology, psychotherapy, and therapists.

IV. Book Reviews: This series includes mostly book reviews of selected works published and edited by Garfield over the course of his productive career.

V. Teaching Materials: Materials included in this series are notes, course syllabi, and reference articles that Garfield used as a professor of psychology to examine issues related to psychotherapy.

Inventory

Series I. Biographical - Box 1-2 (M3373-M3374)
S. L. Garfield biographical Information - (M3373)
Awards – (M3374)

Series II. Correspondence - Box 3 (M3375)

Conferences and Talks

Consultation

General Correspondence (1948-2001)

Publications

Series III. Research - Box 3-4 (M3375-M3376)

Clinical Psychology – (M3375)

Eclecticism – (M3375)

Education, IQ, Mental Retardation, Psychology – (M3376)

Psychology and Psychopharmacology – (M3376)

Psychotherapy – (M3376)

Therapists – (M3376)

Series IV. Book Reviews - Box 5 (M3377)

Book Reviews

Series V. Teaching Materials - Box 5 (M3377)

Teaching Materials for Psychotherapy