

FORUM FOR HISTORY OF HUMAN SCIENCE NEWSLETTER

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Notes from the Chair

Paul Jerome Croce
Stetson University

Building Bridges

The turn of the calendar brings not only a new year, a new millennium, and relief from an overdose of presidential politics, but also a chance to relish over a decade of the Forum's life. We can look back proudly at our growth and evolution toward a permanent place in the History of Science constellation. Our steady placement of excellent panels at HSS annual meetings is an institutional indication of the growing recognition that historical understanding of inquiries into mind and behavior is an integral part of science's past and a vital part of its future.

The Forum's place in the HSS is solid, but should not be taken for granted. Now is the time to circulate ideas for the November 7-11, 2001 meeting in Denver. The next issue of the newsletter can be a setting to broadcast news of panels and papers. Growing from this affiliation are our continued strong relations with the *History of Psychology* and the *Journal of the History of Behavioral Sciences*—many thanks to editors Mike Sokal and Ray Fancher

(and outgoing editor John Burnham) for their continued support.

As scholars of the human sciences, we are in a position to present our wares in still more settings. Cheiron is a natural place, and of course, we share many members with the International Society for the History of the Behavioral and Social Sciences. The ideas and work of Forum members can also potentially find professional homes with a wide range of other organizations, including inquiries into policy studies, interdisciplinary fields such as ecology, the histories of many national cultures, the history of medicine, the history of ideas, and the history of anthropology, economics, and sociology, to complement our already large presence in the history of psychology.

The Forum continues its involvement with bridges of other forms as well. Thanks to our vice president, Hans Pols, we are linked to the European Society for the History of the Human Sciences; Mitchell Ash serves as our contact with the Psychological Thought and Practice in Interdisciplinary Perspective working group in Berlin; and we hope to gain attention from many scholarly communities with the FHHS prize for the best article of the past three years (which rotates annually with the dissertation prize). This would be a good time to explore other possible connections with scholarly groups, journals, graduate programs, and other professional settings. I welcome your suggestions.

Through our scholarly work and our relations with a range of scholarly groups, the Forum can provide good service. In an age of information glut but simultaneous gridlock over solutions to pressing problems, the history of human sciences can offer fresh perspectives that cut across conventional lines of inquiry
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Forum for the History of Human Science

Founded 1988

CHAIR: PAUL CROCE, American Studies Department, Setson University, Deland, FL 32720
email: pcroce@setson.edu

VICE-CHAIR: HANS POLS, Institute for Health, Health Care Policy, and Aging Research, Rutgers University, 30 College Avenue, New Brunswick, NJ 08901
email: pols@rci.rutgers.edu

TREASURER: NADINE WEIDMAN, Department of the History of Science, Harvard University, Cambridge, MA 02138
email: weidman@fas.harvard.edu

CORRESPONDING SECRETARY: DAVID VALONE, Quinnipiac College - P.O 077, 275 Mt. Carmel Ave. Hamden, CT 06518
email: valone@quinnipiac.edu

RECORDING SECRETARY: RICHARD VOITMAYRHAUSER, 2616 Hillside Dr., Burlingame, CA 94010
email: rm@webpathway.com

REPRESENTATIVE ONE: JAMIE COHEN-COLE, Department of the History of Science, Science Center 235, Harvard University, Cambridge, MA 02138
email: jamiecc@phenix.Princeton.EDU

REPRESENTATIVE ONE: PEDER ANKER, Department of the History of Science, Harvard University, Cambridge, MA 02138
email: anker@fas.harvard.edu

REPRESENTATIVE THREE: JOHN JACKSON, Department of Ethnic Studies, 30 Kerchum, Campus Box 339, University of Colorado, Boulder, CO 80309
email: jacksonj@stripe.colorado.edu

NEWSLETTER EDITOR: KATHLEEN W. JONES, Department of History, Virginia Tech, Blacksburg, VA 24061
email: kiwi@vt.edu

WEBSITE EDITOR: DAVID ROBINSON, Division of Social Science, 100 East Normal, Kirksville, MO 63501
email: drobins@truman.edu

From the Chair, cont'd from p. 1
and stimulate greater understanding of the human condition, our social relations, and our mental constructs.

FHHS DISSERTATION PRIZE GOES TO PEDER JOHAN ANKER

The Forum for History of Human Science Dissertation Prize for 2000 was awarded to Peder Johan Anker, for his dissertation, "The Ecology of Nations: British Imperial Sciences of Nature, 1895-1945," completed in 1999 in the Department of the History of Science at Harvard University. The Dissertation Prize is given every other year to the best submitted dissertation completed in the preceding three years. Members of this year's prize committee were Leila Zenderland, chair, John P. Jackson, and Kathleen W. Jones.

Anker's dissertation offers a fascinating exploration of the interconnections between the history of ecology and British imperial policies in the first half of the 20th century. It focuses on a group of scientists who hoped to aid imperial administrators by conceptualizing the Empire's natural and human resources in broad ecological terms. Such ideas led to a marked expansion of ecological research, both geographically and conceptually. During these decades, Anker shows, ecological studies were undertaken in environments that stretched from Spitsbergen and Greenland in the north to the very southern tip of Africa at Cape Town. At the same time, ecological thinking also expanded from botanical studies to studies of forests, fish, birds, and animals, and finally to studies of human social relationships, planned economies, and international politics.

Anker's thesis focuses in particular on the conflicts between two radically different and competing ecological theories that emerged in these decades. Promoting one theory were Oxford ecologist Arthur George Tansley and his followers; opposing them were the followers of South African botanist and political leader Jan Christian Smuts. While Tansley's ecosystem theory emphasized a mechanistic approach toward controlling material and human resources, Smuts promoted an idealistic ecology that would address South Africa's environmental, *continued on p. 3*

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social, and racial problems. Both theories, Anker proves, were deeply influenced by the social as well as the natural sciences of the day, for Tansley was fascinated by Freudian psychology, while Smuts' version of holism blended ecology with romantic philosophy and political theory. Anker frames these debates within a broader context of scientific and political developments, for his study begins with the publication of Eugenius Warming's important conceptual work on ecology in 1895 and ends with ecologists helping to shape the charter of the United Nations in 1945.

A century after its introduction, Anker argues, ecological science continues to be an important means of organizing and synthesizing knowledge, framing environmental questions, and addressing social issues. By offering a subtly argued and carefully nuanced examination of the ways that an earlier generation of ecologists tried to integrate human beings into their scientific frameworks, Anker's study of "The Ecology of Nations" offers a valuable and highly original contribution to the history of the human sciences. Congratulations to Dr. Anker for this outstanding scholarly work.

Minutes from the Business Meeting

Vancouver, BC

November 3, 2000

Attending: Peder Anker, Mitchell Ash, John Burnham, Paul Croce, Jamie Cohen-Cole, Ray Fancher, John Jackson, Riki Kuklick, Hans Pols, Michael Sokal, Nadine Weidman, Leila Zenderland.

Because Deborah Coon, the chair of the Forum, was unable to attend the meeting, Hans Pols, vice-chair, served as chair. Jamie Cohen-Cole served as recording secretary.

1. John Jackson moved to approve the minutes from last meeting. Minutes approved unanimously.

2. Report from Kathleen Jones, editor of the Newsletter (read in absentia): The next issue of the newsletter will appear in January. Items to include report on HSS, booknotes, and discussion of teaching. Send materials to Kathleen Jones. Mitchell Ash moves thanks to Kathleen. Motion approved unanimously with applause.

3. Report from David Valone, treasurer and corresponding secretary of the Forum. FHHS's finances are in good shape. The year opened with \$805 and closed with \$1222. Income was roughly \$800 and expenses were \$449 for the newsletter and \$100 for the dissertation prize. The Forum has 183 members. About 60 are current in their memberships, about 60 may be expected to renew, and about 50 of these have never renewed membership and probably should be dropped. Michael Sokal moved thanks to David Valone. Motion passed with unanimous approval.

4. Website. Riki Kuklick suggested a web address which is easier to remember. Michael Sokal suggested a link off the HSS website. Motion of thanks to David Robinson, FHSS webmaster, passed unanimously.

5. Announcement of Dissertation Prize. The dissertation prize committee was composed of John Jackson, Kathleen Jones, and Leila Zenderland. The prize was awarded to Peder Anker of Harvard University. Jackson reported that there were six excellent entries for the prize — twice the number of the previous time the prize was awarded. This indicates a growing interest in the field of history of human science.

Motion of thanks to the prize committee approved unanimously. Peder Anker, in accepting the award, commented that his dissertation on ecology had focused his attention on relationships, as the science of ecology is primarily focused on relationships. He then reflected on the personal relationships

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which had supported his own work, thanking Everett Mendelsohn, Hans Pols, Mario Biagioli, Stephen Bocking, Robert Brain, Laura Cameron, Richard Drayton, Peter Galison, Michael Gordin, Matthew Jones, Lisbeth Koerner, Gregg Mitman, Thomas Pothast, Nils Roll-Hansen, Simon Schaffer, Ravi Rajan Srinivas, Helen Denham Tilley, Conevery Bolton Valencius, Douglas Weiner

6. New Officers. Paul Croce elected to Chair. Nadine Weidman was elected to Treasurer. Peder Anker elected to Representative 2. Riki Kuklick and Deborah Coon reelected as FHHS representatives to JHBS. Riki Kuklick agreed to serve. Deborah Coon's election will be pending her agreement. All positions were voted by acclimation.

7. ISIS volume on human science. Margaret Rossiter has requested the Forum to compile a proposal for an volume on human science of the best *ISIS* articles since 1970. J. Jackson has compiled a bibliography of candidate articles. A committee was formed to make the proposal. John Jackson will chair the committee. Deborah Coon and Mitchell Ash were elected as committee members.

8. Human Science Panels for HSS next year: The suggested topics were: geography, cultural geography/human ecology, a multi-disciplinary session, and "Putting Humans into Nature." The last, suggested by Peder Anker, draws on a Dibner meeting at Woods Hole last summer.

9. Meeting time. After much discussion, it was decided that the meeting time for the Forum should be moved from Friday evening to lunch on Saturday.

10. Prize Committee: Next year the FHHS prize will be given to the best article of the past three years. Riki Kuklick will serve as chair and Jim Capshew will serve as a committee member. Both were elected unanimously. Together they will find a third person to serve on the prize committee.

11. Announcement. Mitchell Ash announced a working group of the Berlin/Brandenburg Academy of Sciences. The group, Psychological Thought and Practice in Interdisciplinary Perspective, will be operating over three years with three workshops and one conference. Its work focuses on three primary areas: 1) Cognitive and Institutional Constitution of Psychological Objects, 2) Instrumentation, 3) Technical and Self-Reflective Aspects of Psychology. (Read more about this group in Ash's article in the current "Newsletter." -Ed.)

12. Michael Sokal discussed *History of Psychology* and encouraged submissions and subscriptions to the journal. Currently circulation is about 1100. About 700 of these are members of division 26, and about 200 are institutions.

13. John Burnham introduced Ray Fancher as the incoming editor of *JHBS*. There was vigorous applause for the new editor and thanks and applause for the out-going editor.

14. A motion of thanks to Hans Pols for serving as chair of the meeting was approved unanimously, and the meeting was adjourned. Minutes submitted by Jamie Cohen-Cole

News from Members:

In March 2001 the *American Journal of Psychology* will publish a long article by **Trudy Dehue** "Establishing the Experimenting Society: The Historical Origin of Experimental Policy Testing According to the Randomized Controlled Design."

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**Michael M. Sokal** has been formally nominated as a candidate for the office of President of the History of Science Society. If elected he will serve as HSS Vice-President in 2002 and 2003 and President in 2004 and 2005. Ballots will appear in the April 2001 issue of the HSS Newsletter.

## Report on the 19th Annual Meeting of the European Society for the History of the Human Sciences, Berlin, August 25-29, 2000

ESHHS meeting organized by the Free University  
of Berlin and hosted by the European Academy  
of Berlin.

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permission of the author, Zsuzsa Vajda

Undoubtedly history was the leading character at this meeting, organized by Horst-Peter Brauns (with the assistance of Jeanette Liebeherr, Simone Meyer, David Miller, and Falko Sniehotta) and Freie Universität, Berlin. History was present not only as the subject of our science but also as its contributor. Most of the presentations referred in some way to the extremely complex relationships between scholars, science and history.

It is a rare opportunity when science can provide some help with the making of good political decisions. From Stephen Berger's (Manchester, US) contribution we learned how the famous research of Kenneth and Mamie Clark with white and black dolls was used in an argument in the famous Supreme Court decision about the abolition of the segregation of coloured people in the US. Another example was presented by Jeroen Jansz and Nico Metaal (Leiden): in which the psychologization of social management in child protection services in Holland (as in other parts of world) led to a more comprehensive approach in the treatment of social deviance.

A much more frequent occurrence is when history in the form of politics intervenes in science. As is well known, this was the case in the Soviet Union from the 1920s for almost 70 years, and it led to a false apotheosis of Pavlov, as it was referred to by David Robinson (Columbia, US). Another case was that of Nazi Germany which followed the same politics. It is no very well known, however, that the exclusion of the Freudian/Marxist Wilhelm Reich

from the German Psychoanalytic Society and International Association in 1933/34 was also a bad compromise on the part of psychoanalysts. They had hoped that, for that price, they could have spared psychoanalytical institutions in Germany. Of course it did not prove to be helpful, and even was a first step to self-elimination, as was shown in Bernd Nitzsche's (Düsseldorf) presentation.

How can people cope with a world that is permanently going round with them? How can they conserve their identity and continuity? asked Erica Apfelbaum (Paris) in her opening keynote address. The life and career of Kurt Danziger could provide an answer to that question. It also can be a wonderful case study of a history - people - science relationship. Being Jewish, Danziger had to leave Germany with his family when he was a child. Thirty years later he had to change country again for political reasons: his chosen homeland, South Africa, did not tolerate his critical behavior concerning the treatment of black people. The message of Danziger's example is that one way in which we can conserve our identity is if there is continuity in our basic values. On the other hand, his move to Toronto at the beginning of sixties had a big influence on the history of psychology and on the development of the psychology department at the University of York, Toronto. This department soon became a very significant centre for historical and theoretical study in psychology.

In the two sessions dedicated to Danziger's contribution to the history of psychology, colleagues and students commented widely on his work. Johann Louw (Cape Town) claimed that Danziger was always convinced about the importance of the social dimension in human thinking and behavior. Hank Stam (Calgary) honoured Danziger's work because of its demonstration that the history of psychology is more than an accumulation of ideas and research results and that he has inspired the critical work of those who have attempted to bring about change. Danziger also showed that secondary sources in history

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*ESHHS Report, continued from p. 5*

writing do not always reflect the original meanings of the primary sources, original theory or experiment. This was the case with Wundt, one of the main topics for Danziger's historical work. As Adrian Brock (Dublin) reported, Danziger after reading Wundt's original work, realized that in spite of widely accepted stereotypes about him as the forefather of experimental psychology, Wundt was more a philosopher who attributed great importance to social aspects of human behavior.

History can be present - in an indirect way - in the inner conflicts of sciences, as was shown in Hans Pols's paper (Berlin/New Brunswick). He spoke of how the great Depression of 1929-33 destroyed consensus within the discipline of psychiatry: the hard economic situation focussed the attention of experts on the social causes of mental illnesses. There were some extra-scientific reasons for the emergence of Völkerpsychology at the end of 19th century, as Paul Voestermans and Cor Baerveldt (Nijmegen) saw it: according to them its aim was counterbalancing a naturalistic approach to the human mind and it was rooted in a particular German concept of culture.

Ido Weijers and Ivo van Hilvoorde (Utrecht) presented a paper about how inner conflicts and competition played a significant role in the boundaries and self-definition of sciences - as was the case with psychology and pedagogy in the Netherlands. On the other hand, changes in the competency of particular branches of science were due also to a shift in the evaluation of mental illnesses, as they are now treated more as illnesses, and not as social handicaps. Another problem involving boundaries concerns how science and scholars are related to the problem of occultism. Annette Milberger (Barcelona) gave an account of debates between occultism and science at the end of the nineteenth century. The problem of boundaries and competencies of social psychology was investigated also in the round table on "Individualism in the History

of Social Psychology", convened by James Good (Durham).

The Berlin meeting, as always, had a friendly and familiar atmosphere. ESHHS members are more friends than colleagues and this is the main value of our meetings: one has time and the opportunity to have real discussions and collective reflections.

### **Danziger Symposium**

One of the high points of the conference was a symposium around the work of Kurt Danziger. Danziger's analysis of the history of experimental practices in psychology, as presented in his book *Constructing the Subject*, was path-breaking and has influenced the field upon till this day. In the symposium various parts of Danziger's work were analyzed and discussed critically. Participants in the symposium were: Hank Stam, Adrian Brock, Kees Bertels, Willem van Hoorn, Richard Walsh-Bowers, Johann Louw, Pieter van Strien, and Kurt Danziger.

### **Another Report from ESHHS**

#### **An American in Paris**

John I. Brooks III

Fayetteville State University

I spent three weeks in Paris over the Christmas break. While I was there, I had an opportunity to meet a number of the people involved in the history of the human sciences in France. I also caught up on the state of our French counterpart, the Société Française pour l'Histoire des Sciences de l'Homme (SFHSH). It is a dynamic organization that has much to share with the Forum.

I was in Paris at the invitation of Jacqueline Carroy, a professor at the Ecole des Hautes Etudes en Sciences Sociales (EHESS), a sort of research/teaching institute that really has no parallel in America. Mme. Carroy is one of the prime movers in the history of the human sciences in France today. She has published several works on the history of psychology (Carroy 1991, 1998), she was one of the *American in Paris, continued on p. 7*

*American in Paris, continued from p. 6*  
organizers of the SFHSH, and she has sponsored several ongoing seminars in the history of the human sciences at the EHESS. After reading my book on the history of academic philosophy and the human sciences in nineteenth-century France (Brooks 1998), Mme. Carroy wrote to ask if I would like to give a presentation about it at a meeting of one of the seminars. Since I mentioned on the book jacket that I had been an editor of the FHHS Newsletter (1991-1996), she asked if I would also talk to the SFHSH about the FHHS. The trip was eventually scheduled to coincide roughly with the Winter break, and I spoke on December 14 and 15.

In the talk on the history of the Forum, I gave a thumbnail sketch of FHHS, its origins, goals, and activities. I also talked about its place among the other professional associations in which the history of the human sciences takes place, such as Cheiron, the History of Science Society, and societies of the various disciplines studied by historians of the human sciences—the American Psychological Association, the American Sociological Association, etc. Without going into great detail, I basically argued that the Forum has contributed to the development of the history of the human sciences by giving practitioners a sense of self-identity, by promoting the history of the human sciences within the history of Science Society, and by giving prizes for articles and dissertations in the field. However, for a variety of reasons, including the intellectual, institutional, and geographical dispersal of the history of the human sciences in America, the existence of competing organizations, and the limited goals of the organizers (myself included), the Forum has not developed into an autonomous professional organization that could be said to be focus for the history of the human sciences in this country.

In the ensuing discussion, my colleagues and I were struck by both similarities and differences between the French and American cases. The SFSHS and the Forum were founded

about the same time, the SFSHS in 1986, the Forum in 1989. Both were founded in response to similar pressures from a variety of directions. In France as in the United States, a large percentage of those interested in the history of the human sciences came from the disciplines they studied. However, in both countries, disciplinary history had a hard time avoiding the pitfalls of hagiography and presentism. The impression seemed to be that disciplinary history held a somewhat more tenuous place in France than in the United States, because the French curriculum does not have the “history and systems” course familiar to most American majors in psychology and sociology. Although this may have limited the influence of self-congratulatory disciplinary history, it also limited the number of positions dedicated even in part to the history of the human sciences.

The French and American societies were also both founded in part because of a sense of marginalization by the history of science as it was still defined fifteen to twenty years ago, where lingering prejudices in favor of the “hard” sciences (mathematical and natural) made it difficult for the human sciences to gain a foothold. The sources of this distinction differed—in France, the influence of Canguilhem, in the United States that of Popper (can Freud be falsified?) and even Kuhn (do the human sciences have paradigms?)—but in both countries the enormous superiority complex of the natural over the social sciences also played a significant role. Historians long reflected these prejudices, to the point that the history of the human sciences had a hard time establishing its legitimacy as a subdiscipline.

One significant difference seemed to be the roles of intellectual history and philosophy in the history of the human sciences. Intellectual history is not recognized as a distinct subdiscipline in France the way it is in the United States. What we call intellectual history tends to be done in France by philosophers rather than historians. The results

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*American in Paris, continued from p. 7*  
are often brilliant, but such histories bring their own epistemological baggage.

I learned as much about the SFHSH as my colleagues learned about the FHHS. Our French counterpart has an impressive history and range of activities. It has a comparable number of members (about two hundred vs. about 175 for the Forum). Like the Forum, the SFHSH publishes a *Bulletin* about twice a year. However, as a former editor of the Forum Newsletter, I can say without prejudice to the current editor that the French version puts ours to shame. The February 2000 issue was eighty-four pages long, and the Autumn number runs 168 pages! The Bulletin attempts to list all major new articles, dissertations, and books in the history of the human sciences, with a substantial review section. It reports on seminars, colloquia, and meetings of interest. And it includes a new rubric called "Research and Reflection." This consists of short articles on any topic of interest. They do not pretend to be scholarly research articles or formal theoretical position papers. They are more conversational in tone, often lecture notes, intended to clarify issues and promote discussion rather than to pontificate or polemicize. It's a genre I have never seen in the history of the human sciences in this country, and one that we might think about importing.

The SFHSH also has a substantial track record of sponsoring colloquia and publications (Lécuyer and Matalon, 1992, Blanckaert 1996, Blanckaert et al. 1999, Carroy and Richard 1998). The members of the SFHSH have tried very hard to think about what is common to the various human sciences and to address through their colloquia issues found in more than one discipline—quantification, ethics, institutionalization, nature/nurture debates, etc. On the tenth anniversary of its founding, the SFHSH sponsored a colloquium that was turned into a book. It is well worth reading as a state-of-the-discipline report.

I was very impressed by the accomplishments of the SFHSH. It is

undoubtedly the case that the centralization for which France is notorious has significantly aided the history of the human sciences there. Most of the major players are in Paris, and those who live elsewhere can easily travel to Paris. For this reason alone, it is much easier for the history of the human sciences to have an independent existence in France than in the United States, where smaller scholarly organizations must often piggyback on larger ones. The key to the success of the organization has been a true collaboration on the part of a substantial core of the membership. The *Bulletin*, for example, has a whole masthead of editors and an editorial board consisting of the entire Executive Committee of the SFHSH. These individuals contribute substantial pieces to every issue of the *Bulletin*. I have not seen this collective commitment to building an organization and a field that would encompass all the human sciences in the United States.

The members of the SFHSH were very interested in having more contact with their American counterparts. They presented several ideas which I agreed to bring up with the executive committee of the Forum. For example, we could establish some sort of reciprocal membership agreement by which interested members of the Forum could be automatically enrolled in the SFHSH and vice versa. We could exchange and pillage each others' Newsletters and Bulletins. We could even organize a joint conference on the comparative history of the human sciences in France and the United States. (Carroy has already organized such a conference for Franco-German history.) Given the parallels between the history of our organizations, such a conference could yield insights into the history of the human sciences in both countries.

I am forwarding these proposals to the Executive Committee for their consideration. In the meantime, those interested in learning more about the SFHSH can go to their website at <http://www.multimania.com/sfsh/>. (Comments from readers should be sent to Paul Croce or Hans Pols. --Ed) *continued on p. 9*



*American in Paris, continued from p. 8*

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## News from Members

"Psychology in Britain: Historical Essays and Personal Reflections" will be published by The British Psychological Society in association with the Science Museum in January 2001. Edited by **Geoff Bunn**, Sandy Lovie and Graham Richards, and drawing on more than 25 contributions, the book presents both historical and personal accounts of British psychology over the last century. ISBN 1 85433 332 1. Orders: julmer@bps.org.uk

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"Mind Your Head," an exhibition marking the centenary of the British Psychological Society, opens at the Science Museum, London, on January 19, 2001. Curated by **Geoff Bunn**, the exhibition explores some of the stories, tools and puzzles that engaged British psychologists during the twentieth century. Further details: g.bunn@nmsi.ac.uk

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## *Psychological Thinking and Practice in Historical and Interdisciplinary Perspective - Working Group of the Berlin/Brandenburg Academy of Sciences*

Mitchell Ash

This research group aims, through inter- and transdisciplinary discussions focused on specific topics, to establish collaboration among psychologists, historians of science and technology and members of other disciplines (such as psychiatry, engineering and philosophy of science). It is hoped that informed reflection on the history of science and recent scientific practice will thus enrich one another. The research group will attempt to foster a deeper appreciation of the historical development of psychology and the current significance of psychological practices and issues both within and outside the discipline proper, and also to show by its own work how it is possible to create a constructive approach to the currently controversial problem of different scientific cultures. A transdisciplinary perspective centered around specific topics is essential in psychology, because psychological theories and practices are employed by numerous disciplines other than psychology itself, and outside the university as well. For this reason, the proposed research group intends, in principle, to consider all forms and places of psychological thinking, research and action as potential objects of study and debate. Moves towards such a problem-oriented, interdisciplinary perspective are in accord with recent developments in the history of science. Experts in this field are currently moving away from the history of specific disciplines in favor of a topic-centered approach that links the history of science with cultural history and the history of mentalities, as well as the history of technology, which is also focusing increasingly on cultural issues.

The work of the group will focus on three central themes.

1. The cognitive and institutional differentiation

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of psychological objects.

Two issues will be addressed here: how psychological objects are distributed among and discussed in different disciplines (examples include the various ways psychophysics is treated in physiology, philosophy, experimental psychology, sociology and neuroscience, and the different ways in which psychology, economic theory and the technical sciences approach concepts such as reason, intelligence, learning and memory); and the interaction between academic and non-academic psychology in dealing with constructs such as character and personality.

## 2. Instrumentalization.

The research group will also concentrate on two issues under this heading. First, it will consider how research instruments (from measuring devices and other apparatus to paper and pencil tests and the relevant assessment methods) make possible or even organize psychological research programs. Second, it will ask about what significance instruments and tools may acquire as metaphors for the psychological object itself (for example the role of the computer or the idea of the mind as a Bayesian statistician in recent cognition research).

## 3. Technical and self-reflexive applications of psychology.

Here, too, the group will address two important issues: „Psychotechnics“, meaning the numerous methods employed in industry before and after the turn of the twentieth century to optimize production by taking greater account of the human factor, as well as to optimize production techniques themselves, e.g. in ergonomics; and the reflexive application of certain psychological techniques in numerous therapy groups and management training workshops where the clients are called upon to „work on themselves“.

Given the special role - both national and international - that universities and research institutes in Berlin have played in all of these

issues, and the fact that public institutions in the city have drawn on psychological knowledge throughout modern times, the research group will have a special interest in Berlin. The group brings together scholars from all Berlin universities and some non-university institutions. This will permit the creation of a viable network focusing on specific topics and transcending disciplinary and organizational boundaries.

## Fellows

(OM = Member of the Berlin-Brandenburg Academy of Sciences)  
 Prof. Dr. Mitchell G. Ash (OM, University of Vienna),  
 Speaker; Prof. Dr. Paul B. Bates (OM, Max-Planck-Institute for Human Development, Berlin); Prof. Dr. Jochen Brandstädter (University of Trier); Prof. Dr. Lorraine Daston (OM, Max-Planck-Institute for History of Science, Berlin); Prof. Dr. Hanfried Helmchen (OM, Free University of Berlin); Prof. Dr. Gerd Gigerenzer (OM, Max-Planck-Institute for Human Development, Berlin); Prof. Dr. Horst Gundlach (University of Passau); Dr. Tilman Habermas (Max-Planck-Institute for Human Development, Berlin); Dr. Michael Hagner (Max-Planck-Institute for History of Science, Berlin); Prof. Dr. Michael Heidelberger (Humboldt University, Berlin); Prof. Dr. Friedhart Klix (Berlin); Prof. Dr. Jürgen Mittelstrass (OM, University of Konstanz); Prof. Dr. Gerhard Roth (OM, Hanse-Wissenschaftskolleg, Delmenhorst); Prof. Dr. Wolfgang Schönplflug (Free University of Berlin); Prof. Dr. Lothar Sprung (Berlin); Prof. Dr. Günter Spur (EOM, Technical University of Berlin); Prof. Dr. Gerhard Wilpert (Technical University of Berlin)

## For further information, please contact:

Prof. Dr. Mitchell G. Ash  
 Universität Wien  
 Institut für Geschichte  
 Dr. Karl Lueger-Ring 1  
 1010 Wien  
 mitchell.ash@univie.ac.at

Prof. Dr. Paul B. Bates  
 Max-Planck-Institut für Bildungsforschung  
 Lentzeallee 94, D - 14195 Berlin  
 sekbat@mpib-berlin.mpg.de

Dr. Wolf-Hagen Krauth  
 Berlin-Brandenburgische Akademie der  
 Wissenschaften  
 Jägerstraße 22/23, D - 10117 Berlin,  
 krauth@bbaw.de

## Mind Your Head? An Exhibition at the Science Museum Exploring 100 Years of British Psychology

Geoff Bunn

Although the Science Museum has been actively collecting psychological apparatus since 1980, it has only recently been able to devote resources to studying psychology's history. An opportunity arose in 1991, however, when the Society approached the Museum to discuss ways of marking the Centenary of the Society.

A sponsorship agreement between the Society and the Museum was signed in 1997, and then early the following year Dr Geoff Bunn was appointed as The British Psychological Society's Research Fellow, based at the Museum.

One of Dr Bunn's principal tasks was to research and wrote a monograph on some aspect of the history of applied psychology. *The Human Factor: The History of Industrial Psychology in Britain* will be published later this year. He has also co-edited a historical book about the last 100 years of British Psychology (Bunn et al., 2001). This was launched on January 18 in conjunction with the exhibition and psychology "trail" around the Science Museum.

The book, *Psychology in Britain: Historical Essays and Personal Reflections*, marks the centenary of the BPS by gathering together contributions from preeminent historians of psychology and distinguished senior psychologists. The first major study of the history of psychology in Britain for over thirty years, it investigates such topics as the prehistory of twentieth century psychology and the connections between professional and popular psychology. It also examines crosscurrents between psychology and war, education and politics. The origins of social, comparative and clinical psychology are also explored, along with the relationships between psychology and other disciplines such as psychoanalysis, psychiatry and physiology.

Dr Bunn explains: "The British Psychological Society's centenary slogan is Bringing Psychology to Society. This book not only examines the historical roots of this ambition, but also argues that we need to develop a deeper understanding of psychology's place in British culture than we currently have."

The historical roots of psychology and the reciprocal relationship between the discipline and society are also demonstrated by the Psychology Trail around

the Science Museum. The trail features many objects from the Museum's collections which are of psychological significance: some made by psychologists, some used by psychologists, and some demonstrating principles that psychologists are interested in. See the cabinet of phobias, the cybernetic tortoise, a chimpanzee picture vocabulary chart, and the machine that inspired the famous "Turing Test." The Trail also shows how new technology such as Stephenson's Rocket provides us with new psychological metaphors such as 'letting off steam' and 'going off the rails'.

The psychology exhibition itself, "Mind Your Head? 100 Years of Psychology in Britain," is located on the 4th floor of the Science Museum in the Lower Wellcome Gallery for the History of Medicine. 'Trying to devise a single exhibition, which would reflect both history and contemporary practice in psychology, presented a considerable challenge', said Dr Bunn. 'In the end we decided to base the exhibition on the basic repertoire of techniques that most psychologists use in their everyday practice.' (Haste, 2000) Thanks to the generosity of numerous Psychology Departments around the country, the Museum now has an extensive collection of psychological tests and apparatus.

The exhibition is structured around three main themes:

\*Solving Puzzles: Psychologists attempt to solve one of the most difficult puzzles in science: how does the mind work? They argue that this question can only be answered objectively by performing experiments under controlled laboratory conditions. This exhibit includes a colour wheel, a stereoscope and a 'Skinner box'.

\*Using Tools: Psychologists use tools to intervene in human affairs. They devise practical techniques with which to tackle problems in education, health and industry. A 'Psychologist's Tool-box' contains a selection of both old and new psychological tools. See what you make of Raven's original matrices.

\*Telling Stories: "Human nature" is now thought by some psychologists to be created by language. Psychologists are storytellers. One such story tells how Victorian psychologists set off for the Torres Strait islands in 1898 to test the hypothesis that "Primitive Man" had better sensory abilities than 'Civilised Man.'

Another explains how new methods of psychoanalysis – the talking cure - helped soldiers in the First World  
*continued on p. 13*

## The Newsletter Initiates a Pedagogy Column

Mark Solovey, Editor

Developing a class of one's own often means reinventing the wheel: others have created successful classes before us, but we end up discovering largely on our own how to teach well. To some extent, this repetition of effort is to be expected, since teaching any class effectively depends on taking into account the unique features of each teaching environment (the particular university, department, student body, subject matter, etc.). Even so, certainly we can learn quite a bit from one another by sharing our reflections about the teaching process.

To facilitate discussion about teaching the history of the human (or social or behavioral or moral?) sciences, the Forum is beginning a new column. As the column's editor, I am hoping that Forum members are interested in sharing tips, strategies, goals, methods, concerns, frustrations, philosophical musings, etc. about teaching.

To begin, we might want to consider why (and how) anyone should teach the history of the human sciences or some piece of this wonderfully rich yet unwieldy field of study. But this is only one suggestion, and I don't want to say much more since it's probably best to leave it up to all of you to decide what needs to be said and discussed.

Please feel free to send me an e-mail message with suggestions about what we might want to include in this column. This can be anything from mentioning a topic you want to write on to passing along information about other sources of information (in newsletters, articles, books, web sites, etc.) that would be of interest to the rest of us.

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Ed.--Send your ideas to Mark Solovey at:
solovey@asu.edu

Using the Internet as a Resource in Teaching the History of the Human Sciences

Hans Pols

The role of the Internet in university teaching is bound to increase over the next few years. As a consequence, many instructors will have to face a new, electronic generation gap: their students are much better acquainted with the internet than they themselves are. This column is a small attempt to bridge that gap by providing some thoughts on how the internet can be a resource in teaching the history of the human sciences. Most students already spend hours a day surfing the web and appreciate information which can be accessed without too much trouble. Based on anecdotal evidence, it seems to be much easier to encourage students to surf the web instead of asking them to go to the library to consult books.

A small number of university administrators advocate replacing traditional classroom teaching methods (lecture and seminar courses) with courses which are entirely given in cyber-space. The advantage of such courses is that they are not bound to specific locations and that students can plan their participation in the course to fit their other commitments. The disadvantage is that such courses require an enormous investment of time and resources from professors and university departments. Moreover, it is not yet clear how successful these courses are. I, myself, am more interested in how the web can function as a resource in teaching lecture and seminar courses organized along more traditional lines.

My initial decision to create a web-page for my courses was based on the simple desire to reduce paperwork. When students were not in class when syllabi, study questions, or assignments were handed out, they could always consult the course webpage and find it
continued on p. 13

Using the Internet, continued from p. 12

there. There are many such syllabi on the web; when you teach courses in the history of the human sciences, these web-p[ages] can provide inspiration when you are compiling your own syllabi. However, after making a few web-pages I realized that the web itself has many resources that can be used to supplement teaching. By linking them to one's course webpages, students can access and research these resources themselves. (For some of these resources see the link "Web Resources" on the FHHS home page.) It is also possible to present information of a visual nature (which can be done by scanning in pictures of by "borrowing" images from other sites) which students then can access on their on as well. You could even add sound files or short movies to your course pages, to make them more appealing to students. The number of course-pages that take advantage of the resources of the WWW is at this moment relatively small, but their numbers are growing steadily.

A note of caution should be place here. Often, professors spend many, many hours making a course webpage, only to find that most students give it only a cursory look. When you make a course webpage, you should integrate it into the teaching of your course. You can, for example, give students assignments which can be done by consulting a number of webpages (links to which you then provide on your page). You can also present assignments that require students to make course pages, which eventually will be part of the course webpage.

Some universities support professors who want to design their own course webpages by providing a set of webpages which are already organized: one only needs to add the text and some pictures. Most of these webpages have a discussion feature where students can talk about issues that come up in the course. Based on my own experience, it takes awhile before students will begin to sue this feature, but when they do, they can take to it with a vengeance.

The *Bulletin of the History of Medicine* regularly publishes "NetNotes" on the uses of the WWW in teaching the history of medicine, which presents the experiences of individuals who have used the web in teaching their courses. See, for example, Kathleen W. Jones and Russell Maultz, "Teaching the History of Medicine in Cyberspace," *Bulletin of the History of Medicine* 72 (1998): 734-743.

I have placed a number of E-syllabi on the FHHS homepage:
www.maibill.vt.edu/history/jones/fhhs/fhhs.htm.
 Let these inspire you to make your own web-syllabus or course resource page. And please, when you do, share them with the rest of us. (Ed. — send a notice of your work to the webmaster (this year, send to Hans Pols, pols@rci.rutgers.edu) or to the Newsletter editor, kiwi@vt.edu. We'll make sure that your work gets circulated.)

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*Science Museum Exhibit, continued from p. 11*  
 War to deal with shell shock.

The final section of the exhibition argues that psychological research combines puzzle solving, tool using and storytelling. Using a recreation of Hans Bysenck's 'Biosignal' psychophysiological laboratory, this section shows that science in action is a complex mixture of technique, knowledge and politics.

The exhibition is part of the Society's Centenary mission of Bringing Psychology to Society. It will be of interest to members of the public and psychologists alike. It runs until the end of the year.

Weblink: [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)

#### References

- Bunn, G.C., Lovie, A.D., & Richards, G.D. (Eds.) (2001). *Psychology in Britain: Historical Essays and Personal Reflections*. BPS books in association with the Science Museum.
- Haste, H. (2000) *Competencies; psychological realities*. OECD Report.

## Announcements:

The American Psychological Association meets in San Francisco, CA from August 24 to 28, 2001, and it will include the panels of Division 26: History of Psychology. For more information, contact Rachael Rosner (rosner@fas.harvard.edu), the program chair.

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The Archives of the History of American Psychology (AHAP) and The University of Akron are pleased to announce plans for a conference in honor of Dr. Robert V. Guthrie. The one-day conference titled, *Even the Rat was White: Twenty-Five Years of Change and Challenge*, will take place at the University of Akron on April 6, 2001. For more information consult the AHAP webpage at www.uakron.edu/ahap/ or call the archives at (330) 972-7285.

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Thomas Dalton and Rand Evans are assembling an anthology of essays for the book provisionally called "Reflections in the Mirror of Psychology's Past: Understanding Prominence and the Dynamics of Intellectual Change." For more information, contact the editors: [tdalton@calpoly.edu](mailto:tdalton@calpoly.edu) or [evansr@mail.ecu.edu](mailto:evansr@mail.ecu.edu).

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The February 2001 issue of *History of Psychology* contains articles of interest to most FHHS members. These include:

- Johann Louw and Sally Swartz, "An English Asylum in Africa: Space and Order in Valkenberg Asylum"
 James Horley, "After 'The Baltimore Affair': James Mark Baldwin's Life and Work, 1908-1934"
 Robert Kugelmann, "Introspective Psychology, Pure and Applied: Henry Rutgers Marshall on Pleasure and Pain"
 Adriana Sylvia Benzaquén, "Kamala of Midnapore and Arnold Gesell's Wolf Child and Human Child"
 Reconciling the Extraordinary and the Normal"
 Ian A. M. Nicholson, "Giving Up Maleness': Abraham Maslow, Masculinity, and the Boundaries of Psychology"

Subscription information, instructions for contributors, and details about other forthcoming articles may be found *History of Psychology's* website, www.wpi.edu/~histpsy.

Cheiron, 2001

The 33rd annual meeting of Cheiron: International Society for the History of Behavioral and Social Sciences will be held from June 21 to June 24, 2001, on the beautiful woodland campus of Indiana University, Bloomington. Program Chair, Marlene Shore, Professor of History at York University in Toronto, Canada, and Local Arrangements Chair, Professor James H. Capshew, Professor of History and Philosophy of Science at Indiana University, have planned a conference that will take advantage of Indiana University's distinctive setting, and strengths in History, History and Philosophy of Science, Anthropology, Folklore and Music, as well as the history of research on human sexuality centred in the Kinsey Institute for Research in Sex, Gender, and Reproduction.

Conference sessions and symposia will cover a wide and lively array of subjects in the history and methodology of psychology, sociology, anthropology, and aspects of the history of science and medicine. Drawing upon Indiana University and its rich faculty resources, planned sessions include a panel discussion on the Kinsey Archives, in which Kinsey Institute Director, John Bancroft, will serve as commentator; another session will deal with the history of ideas in folklore and folk theory. Jim Capshew will lead a panel dealing with the flowering of the social and behavioural sciences at Indiana University during the administration of Herman B Wells between 1937 and 1962.

The conference Keynote Address will be delivered by Jan Goldstein, Professor of History, University of Chicago. An intellectual and cultural historian of Europe, Professor Goldstein's research scholarship includes the history of psychiatry, psychological modernism, and conceptions of selfhood and identity in post-revolutionary France and America. She is author of *Console and Classify: The French Psychiatric Profession in the Nineteenth Century* and numerous other publications, including a volume of essays which she edited,

continued on p. 15

Science Museum Exhibit, continued from p. 11
Foucault and the Writing of History. One of the conference highlights will be the banquet, held in Indiana Memorial Union's spectacular Tudor Room. The occasion will honor Professor John Burnham, and his term as Editor of the JHBS. Professor Burnham will give an after-dinner talk, "The History of the Psychiatric Couch Cartoon — A Summer Rerun."

In addition to the conference sessions, there is much to take in within Bloomington and environs. As one of the strongest centres of music education in North America, Indiana University has a summer concert programme; there is also a summer theatre in nearby Brown County. Ample recreation opportunities exist for hiking and swimming, both on and off-campus. Lake Monroe and the Hoosier National Forest are 20 miles away.

Bloomington offers an eclectic array of restaurants, featuring Tibetan, Indian, Greek, and Middle East cuisine, as well as excellent pizza and American fare. The first brewpub in the state has been joined by another one in friendly competition.

For information on the conference programme and registration, please contact:

Professor Marlene Shore, Program Chair
 Department of History
 2140 Vari Hall, York University
 4700 Keele Street
 Toronto, Ontario Canada M3J 1P3
 email: mshore@yorku.ca
 Phone: 416-73-5123
 Fax: 416-736-5836

Professor James H. Capshew, Local Host
 Dept. of History & Philosophy of
 Science
 Gogdbody Hall 130
 Indiana University
 Bloomington, IN 47405-7005 USA
 email: jcapshew@indiana.edu
 Phone: 812-855-3655
 Fax: 812-855-3631

Calls for Papers:

FHHS PANELS FOR HSS 2001

Members of the Forum and others interested in the history of the human sciences are encouraged to submit papers and panels for the upcoming meeting of the History of Science Society, to be held in Denver, Colorado, November 8 to 11, 2001. During the November business meeting, themes such as geography, cultural geography and human ecology, and a panel with the title "Putting Humans Back into Nature" were suggested. Anyone who wants to participate in a panel with these themes is encouraged to contact Peder Anker (anker@fas.harvard.edu). If you want to organize a panel around a different theme, please contact Hans Pols (pols@rci.rutgers.edu).

EUROPEAN SOCIETY FOR THE HISTORY OF THE HUMAN SCIENCES

20th Annual Meeting, 14-18 August 2001
 ESHHS or the European Society for the History of the Human Sciences originated as Cheiron-Europe with a meeting at the Free University of Amsterdam in 1982. We would now like to invite you to return to Amsterdam to attend the twentieth annual conference of the Society. To celebrate this special anniversary of ESHHS, the meeting will not take place in the postwar outlays where the Free University is situated but at the *Trippenhuis*, the seventeenth century residence of the Royal Netherlands Academy of Arts and Sciences located in the oldest part of the city. We are confident that this historical venue will offer a unique opportunity to reflect on the past twenty years of history of psychology.

Program Committee: Ruud Abma (Utrecht, Neth.), Karl Teigen (Tromsø, Norway), Hans van Rappard (*Local Host*, Amsterdam).
ALL SUBMISSIONS MUST BE RECEIVED BY APRIL 1, 2001

Papers, Posters, or Symposia may deal with any aspect of the history of the Human Sciences or with related historiographical issues. Since this

ESHHS call for paper, continued on p. 16

Science Museum Exhibit, continued from p. 11

will be the twentieth conference of ESHHS (formerly Cheiron-Europe), presentations highlighting Twenty Years of ESHHS/Cheiron and/or Twenty Years of the History of the Human Sciences will be particularly welcome.

PAPERS: submit a 500 – 750 word abstract plus brief bibliography.

POSTERS: submit an abstract

SYMPOSA: submit an abstract (250 words) describing the symposium as a whole and an abstract (500 – 750 words each) from the each of the participants.

All submissions must be in triplicate.

Send Abstracts & Posters to:

Dr. Ruud Abma

General Social Sciences

Utrecht University

POB 80140

3508 TC Utrecht, The Netherlands

r.abma@ffs.uu.nl

Awards and Fellowships:

The **Forum for History of Human Science** invites submissions for the **Article Award**, which is awarded every other year for the best recent article on any aspect of the history of the human sciences. The prize (a non-monetary award) alternates annually with the Forum's award for the best doctoral dissertation. The winner of the 2001 Article Award will be announced at the annual meeting of FHHS held in conjunction with the History of Science Society conference, which will be held in Denver, Colorado, November 8-11, 2001. Winners are publicized in the *FHHS Newsletter* and in newsletters and journals of several other organizations (among them the HSS Newsletter, the Cheiron Newsletter, *History of Psychology*, and the *Journal of the History of the Behavioral Sciences*).

Entries are encouraged from authors in any discipline as long as the work is related to the history of the human sciences, broadly construed. To be eligible, the article must have been published within the last three years

(1998-2000, inclusive). Entries must be received by July 1, 2001.

Send three copies of the article to the chair of the FHHS Article Award Committee:

Dr. Henrika Kuklick

Dept. of History and Sociology of
Science

University of Pennsylvania

Logan Hall, Suite 303

249 South 36th Street

Philadelphia, PA 19104-6304.

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The Archives of the History of American Psychology (AHAP) at The University of Akron in Akron, Ohio is pleased to announce the call for proposals for the 2001 **J.R. Kantor Research Fellowship**. The

Fellowship seeks to promote research in the history of psychology and is supported by the sale of books published by the Principia Press and distributed by AHAP. Proposal that draw on any of the resources of the archives are invited, but since this award is in honor of Dr. Kantor, preference may be given to projects that are relevant to a behavioral standpoint. The Fellowship is offered annually in the amount of \$750.00. It is intended to assist the recipient in meeting travel and living expenses while procuring archival data.

The deadline for submissions is April 30, 2001.

Information can be obtained by visiting the AHAP website ([www.uakron.edu/ahap/](http://www.uakron.edu/ahap/)) or by calling or writing to:

Dr. David B. Baker, Director  
Archives of the History of American  
Psychology

The University of Akron

Akron, Ohio 44325-4302

(330) 972-7285

(330) 972-2093 (fax)

email: [bakerd@akron.edu](mailto:bakerd@akron.edu)



# Dues/New Addresses Please!

The Forum for the History of Human Science voted at its 1996 business meeting to begin collecting \$10.00 annual dues from each of its members (excluding graduate students and the underemployed who are dues exempt). Please check the status of your dues on the mailing label on this Newsletter. The number next to your name represents the date when your dues expire. Members whose dues are up-to-date will see 12/00 or beyond. Those who are dues exempt will see the word EXEMPT. If you are not paid through the year 2001 or are exempt but have a dues expiration date please send a check for \$10.00 made payable to FHHS or an explanation of your exempt status to the Treasurer. This is also an excellent opportunity to update your address and other information.

**Send to:**

David Valone, FHHS Treasurer and Corresponding Secretary  
Quinnipiac College – P.O. 077  
275 Mt. Carmel Ave.  
Hamden, CT 06518

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### FHHS 2001 DUES COUPON – ALL MEMBERS MUST RENEW

Please renew your membership and send your \$10.00 dues as soon as possible. Send a check made payable to FHHS (and send any new information, as requested below) to **David Valone, FHHS Treasurer and Corresponding Secretary, Quinnipiac College – P.O. 077 275 Mt. Carmel Ave., Hamden, CT 06518.** If you have provided this information, you might give this coupon (and the attached Newsletter!) to someone interested in joining the Forum.

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_ Fax: \_\_\_\_\_

Address \_\_\_\_\_ Email: \_\_\_\_\_

News about recent publications and activities: \_\_\_\_\_

### Booknotes

Introducing a Column of Brief Announcements about  
New Studies in the Field

Cambridge University Press has just published a very colorful and eloquent book by Douwe Draaisma at Groningen University, the Netherlands: Draaisma, D. (2000) *Metaphors of Memory. A History of Ideas about the Mind*. Cambridge: Cambridge University Press. Translations into Spanish and German have already been published (and translations into Italian and French are about to appear). Draaisma, D. (1998) *Las metáforas de la memoria. Una historia de la mente*. Spanje: Alianza Editorial, S.A.. Draaisma, D. (1999) *Die Metaphermaschine. Ein Geschichte des Gedächtnisses*. Darmstadt: Primus Verlag. — *Trudy Dehue*

Roell, D. R. *The World of Instinct: Niko Tinbergen and the Rise of Ethology in the Netherlands (1920-1950)*. Assen, The Netherlands: Van Gorcum, 2000. This analysis of the Dutch origins of European ethology centered about Nobel-Prize-winner Niko Tinbergen is based on a doctoral thesis and a publication in Dutch of 1996. The author does a reasonably good job of situating the developments and revealing little-known aspects of ethology's development. My full review will appear in *Annals of Science*. — *Don Dewsbury*

(*Ed. note* If you have recently published a book, give it publicity in this column; if you have reviewed a work that deserves th attention of Newsletter readers, send a brief note includinga reference to the full review.)

Eugene, OR 97403-1288

Ellen Herman  
Department of History  
University of Oregon

12/01

FHHS Newsletter  
Kathleen W. Jones, Editor  
Department of History - 0117  
Virginia Tech  
Blacksburg, VA 24061

