

Newsletter of History of Applied Psychology

IAAP Division 18

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President's Corner

Editorial Welcome



Dear colleague,

It is a pleasure to send you this new issue of our newsletter, Number 3, with a variety of topics that we hope you will find interesting enough.

But first of all, allow me to tell you that this Newsletter includes a point that has a special significance for our Division. All of you are well aware that, some weeks ago, we organized the Election of President-Elect of Division 18. And now is a pleasure to inform – although a short announcement was already sent by email yet - that it has been professor Ruben Ardila (Colombia) who has become our President-Elect. As a well-known scientist, he has made significant contribution to the history of applied psychology, experimental psychology and many other fields related. Here we send our public congratulations to professor Ardila and , at the same time, we want to

express our conviction that his contribution will be vital for the governance of our Division.

We also include a short article by him on the Importance of the History of Psychology in IAAP. Its pages very aptly show the great significance of the history as means to enhance the professional and scientific identity of our field.

Other interesting articles are dedicated to the “The Jean Jacques Rousseau Institute”, and to the present day situation of the old laboratory of Ivan Pavlov, a milestone in our scientific development. The year 2012 marks the centennial of the foundation of The Institut Jean-Jacques Rousseau (JJR Institute) , created at Geneve , Switzerland by Edouard Claparède and Pierre Bovet. This center did a substantial work in the renewal of the science of education and the development of educational psychology. It promoted experimental research that would back some news approaches to teaching and to the creation of a new and more scientific based school for children. Édouard Claparède (1873-1940) aptly stressed the importance of child’s psychology at the educational process, and took as the motto of his center “*Discat a puero magister*” (that is, “the

teacher must learn from the child”). It was the child, rather than the teacher, who was placed at the centre of the educational process.

In this same center, Édouard Claparède also promoted the first international conference on psychotechnology, trying to create a great network that would unite researchers in applied psychology from all over the world, and would help the advancement of our science. The event took place in 1920, and this means that the center is the “birthplace” or the cradle in which our IAAP was founded. As a society, we are largely indebted with the Center for such historical reason.

In this Newsletter, we also wanted to pay tribute to Pavlov's research on conditional reflexes. It greatly influenced not only physiology and medicine, but also the development of psychology in general. While Pavlov's discovery of classical conditioning formed an essential part of psychology's history, his work continues to inspire further research today, in a large variety of directions and topics. His scientific contributions have helped to make our discipline what it is today and will likely be in the years to come. Some distinguished colleagues from the Universidad Nacional de Educación a Distancia (UNED), Spain share with us their experience and visit to the Pavlov's Laboratory in Rusia.

We profit this opportunity to invite all of you to look for and then send us information and news related to those historical sites at which psychology was created thanks to the efforts of our masters and giants. You might also suggest new topics for the coming issues. Our newsletter tries to be our common work, and also an important piece for our common memory.

Very cordially,

Professor Helio Carpintero, Ph.D.

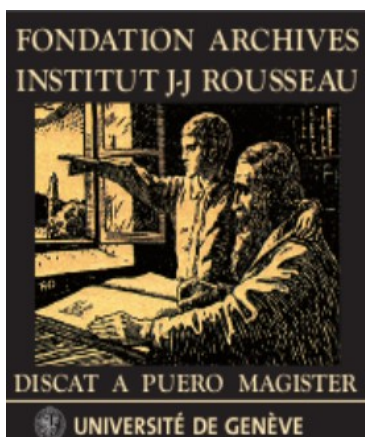
Article

- The “Jean Jacques Rousseau Institute” at Geneve .1912 – 2012.
- The Importance of History of Psychology in IAAP.

The “Jean Jacques Rousseau Institute” at Geneve .1912 – 2012.

Helio Carpintero
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The year 2012 marks the centennial of the foundation of a center that did a substantial work in the renewal of the science of education and the development of educational psychology as its basis. This was the JJR Institute, created at Geneve, Switzerland, in 1912, as an institution that would cultivate the pedagogy based on an uptodated child psychology. It has been many times noted that the core concept of the new institution was to put the child at the center of all the considerations. It was presented as a sort of Copernical revolution : The motto of the center was: “Discat a puero magister”, that is, ‘Teachers must learn from child’ - and not the way round, as it might be thought from a more conventional point of view.



Its founders were the Swiss psychologist Edouard Claparède (1873-1940), and the Swiss educator and psychologist Pierre Bovet (1878-1965). Both had received the deep influence of the teachings of Theodor Flournoy, professor of psychology at the Geneve University, a great friend of William James and a profound savant that considered all knowledge as an essential means for living, and

developed a functionalistic view of mind that wholly was assumed by his students. Such a view became very influential in education. The New School movement, in its fight against an old pedagogy based in rote learning and mere verbal contents, had adopted the ideas of Pestalozzi and Rousseau, that stressed the importance of a deep knowledge of children's mind and motives as a basis for the whole design of the educational process.

Claparède and Flournoy, both working in the Laboratory for Experimental Psychology at the University of Geneva, considered as a first class need for educators to put an end to the then dominant routine schooling, and to introduce a scientific methodology into school, based on child knowledge and experimental pedagogical research. What they needed was a center to initiate their work. This is the seed of the center they founded.

Claparède conceived a vast plan for the Center, that was supposed to cover at least four basic functions in the pedagogical revolution they intended to bring about. First, it should be a true school in which hypotheses and methods could be put into test before been launched to the general educational system; it should also have to carry out a plan of research on teaching methods and instruments; moreover, it would also be charged with the function of serving as an information center in all the topics related to education; and, last but not least, the center should be active in spreading out the new ideas and methods in society, so the social forces would support and help in the consolidation of the new ideal for schools.

In his "Autobiography" (Murchison, 1931), he remembers the old days when the center was founded. His book on child psychology had just appeared. "The welcome accorded to my book *Psychologie de l'enfant* [Child psychology] ...and the good fortune I had to obtain the collaboration of Pierre Bovet, then Professor at Neuchâtel University, gave me such encouragement that in October, 1912, I was able to open a school for the sciences of education, with the help of a group of friends who backed me financially. *I called this school the J.J.Rousseau Institute, which was very natural: the bicentenary of the birth of 'Geneva's famous citizen' had been celebrated that same year, and is it not in his Emile that the necessity of the teacher 's 'studying his pupils' is affirmed for the first time? I have shown, I believe, that the basic principles of the science of the child are to be found already in that great book.*"

"The motto of our Institute, Discat a puero magister, indicates its inspiration: we aim at placing the future educators as much as is possible in contact with children, so that they should get to know them –and to love them. And the spirit which inspires our Institute is the scientific spirit... In pedagogy, as in science, it is experience which shows whether theories and methods rest on a correct basis... "We professed a functional concept of education... According to this functional conception, mental processes are considered as functions which enter spontaneously into play when certain needs are present..."

"Under P. Bovet's exceedingly competent direction, the Rousseau Institute soon attracted pupils from all over the world... (Claparède 1930, 88-89)."

In order to accomplish the plan in all of its complexity, he needed a group of collaborators that were both believers of the new ideal and hard workers for the daily routine of a school. A Spanish teacher, close to the pioneer group that built the center, Modesto Rosselló, provides us with the list of those members: Pierre Bovet, Adolphe Ferrière - the director of the "International Bureau of the New Schools" - ; Alice Descoedres, a wellknown specialist in mentally defective

children and their teaching; the school teachers Mrs. Mina Audemars and Mrs. Louise Lafeudel ; a physician, Dr. Paul Godin, specialized in school children anthropometry; and two people with directive responsibilities in primary school administration at the Geneve department, Mr. Manuel Duvillard and Mr. Malche. Other lecturers were François Naville and Jules Dubois, (Rosselló, 1923; Bovet, 1934).

It is interesting to note that, from such a small nucleus, a vast work was to be achieved. In its beginnings, a house apartment at Taconnerie Square, in Geneve, served as the initial nucleus, giving room to its various activities, with only twenty people from various nations as its students in its first year. It opened its doors on October 21st, 1912. But they were very soon in close contact with other institutions, as the School for Abnormal children headed by A. Descoedres, the Geneve University, and the Swiss Department for Education, among others.

It had been conceived and planned as a limited liability company, with shares to be subscribed by general people. They thought the enterprise would be self sufficient if they reached the level of 40 students paying their fees. Money was then only important as a médium that allowed the Project to go ahead. And the facts backed the plan.

The new education was putting the child in the center of all their considerations. It was a sort of Copernican revolution: instead of being children turning around the Culture, that was represented by the Teacher, the new clima was created through the accomodation of teachers and methods to the children's mind. "Ecole-sur-mesure", that is, a "made-to-measure School, that was the goal to be achieved. According to Rosselló' souvenirs, the most salient traits of the center were "the spontaneity and the freedom by the part of students, and the naturality by the part of teachers" (Rossello, op.cit.). The rigidity and strictness in the relationship between these two groups at the old-style classroom, became a sort of friendly cooperation in search of true education.

Another first hand souvenir, from another student from the old days of the Institute, brings us the flavor of the center's clima. It seems that, Dr. Claparède, when he crossed some students at the corridor, in the manner of greetings, he claimed: Il faut experimenter, il faut experimenter! , we need everywhere to experiment!

The Institute suffered a great damage as institution under the First World War. The conflict prevented the enrolment of most of its students, usually coming from all over the world, but now fearful of the conflict. At the end, in 1921, an association created by profesors and students of the Institut took charge of it, and was able to establish new tides with worldwide institutions as the International Labour Office, or the League of Nations.

By the same days, a very distinguished researcher, psychologist Jean Piaget (1896-1980) , joined the Institut and gave new impulse to the research on children's mind. Claparède invited him to become 'chief of research', orienting the students toward the study of different topics of child psychology. He himself did a great amount of work , carrying our research on language and social world among small children, that allowed him to build his first books on the matter. After a short period passed in the University of Neuchatel, Piaget became joint director of the Institut, now changed into an Institute for the Sciences of Education (1929-1930) at the Faculty for Humanities (Faculté des lettres) at the Geneve University. As a result of his vast plan of research on epistemology and the acquisition of knowledge, he finally created a Center for Genetic

Epistemology, to which he gave his full attention and priority. From then on, the Institut became more and more integrated in the structure of the university, and became a center relied to the University presidency. In 1975, it changed into a faculty of education at the same level of the rest of faculties.

It should also be noted here the important role played by this Institute in the creation of the IAAP, in its previous form, i.e., the *Association internationale de Psychotechnique*, then changed into present day IAAP.

Following an initiative of Claparède, P. Bovet, head of the Institute, sent an invitation to some distinguished psychologists from seven countries for a meeting to be held in Geneva, in 1920. The purpose of such a meeting was to discuss the problem of innate versus acquired aptitudes. The conference took place on September 27th and 28th, and people attending it could discuss, without any constraint, the different points raised by participants. Neither German nor Anglo-American people attended it. That event became soon the First international conference on Psychotechnology, rapidly followed by a second one, in Barcelona (Spain), 1921, in which a larger number of countries and specialists were present.

It is clear that the history of the Jean Jacques Rousseau Institute constitutes an enormous asset for both, European and world psychology and education. In its large achievement record, theory and applied intervention are closely entwined, and epistemology and intellectual and moral development are combined with empirical data coming from many hours of interview to Swiss nursery and school children, whose words and answers gave to Piaget and his collaborators new hints on children's mind. Hundreds and hundreds of researchers and thousands of teachers from all over the world have received the impact of that center both in their doctrines and in their lives.

Based on a view of child as an active subject that operates and builds the vast structure of knowledge that has created the immense treasure of ideas and information owned by the human mind nowadays, the links connecting Piagetian theory with Claparède's functional psychology, and mental constructivism with the early conceptions of education of the New School, such great intellectual construction has largely been the result of the activities, ideals and achievements of that center, now brought to mind anew a hundred years after its foundation. (*)

 (*) Bovet, P., *La obra del Instituto J.J. Rousseau*, Madrid, 1934 ; Rosselló, P., "El Instituto JJRousseau. Sus hombres, su obra" *Boletín de la Institución Libre de Enseñanza*, (Madrid), 1923, xlvii ; Piaget, J., "Autobiografía", *Anuario de Psicología*, (Barcelona) 1971, 4.

Murchison, C. (1931). Eduard Claparede (1930). *Autobiography*, In C. Murchison (Ed.), *History of Psychology in Autobiography*. Worcester, MA: Clark University Press. Vol. I, 63-97.

Further information about Jean Jacques Rousseau Institute Archives

<https://plone2.unige.ch/aijrr/>

The importance of History of Psychology in IAAP

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Why a Division of History of Applied Psychology in the International Association of Applied Psychology (IAAP)? And why at this time? IAAP is almost a hundred year old association and only three years ago the History Division (18) was founded. Our Association has been centered on areas such as organizational psychology, educational, health, gerontology, socio-economic development, and only a few years ago we have considered that a History of Psychology Division was necessary, relevant and important.

Probably the main function of the history of a scientific discipline is to give identity to such discipline. To know history means to know who we are, where do, we come from, where are we now in the present state, and where are we going to. History is a core discipline, and it is a way of giving identity to an area of knowledge. In the particular case of psychology, E.G. Boring (1886-1968), Robert I. Watson (1909-1980) and other forefathers – and mothers – of the discipline were aware of this function of history of psychology.

In the early stages, history of psychology was mainly the description and conceptual analysis of the discipline, its “great men” (and women), and the influence of the *zeitgeist* on the problems investigated. Later on, the origins of the profession of psychologist, the social factors that gave origin to applied psychology, mainly in Western Europe and the United States, became very relevant. The professionalization of psychology, its relations to other disciplines, the social demands that gave origin to the different applications in the educational, organizational, clinical, developmental, social/community, sports, legal/forensic areas, became central. Psychology evolved from being a scientific discipline to being a profession, an applied field based on science but with a view on applications and with the goal of improving the quality of life of people.

The most recent, contemporary period in the history of psychology has to do with its internationalization. Psychology is now a global discipline and so it is history of psychology. Although the large majority of work is carried out in the United States and Western Europe, a global psychology has emerged, and research and applications are found in the large majority of countries of the world and in all the continents. Books in the history of psychology have reflected this universalization, globalization and internationalization. See for instance Brock (2006), *Internationalizing the history of psychology*; Pickren and Rutherford (2010), *A history of modern psychology in context*; and Shiraev (2011) *A history of psychology, a global perspective* among others.

We in IAAP have reflected this interest in history and this universal, global approach. Thanks to the effort of Prof. Helio Carpintero, Division 18 (our youngest Division) devoted to the History of Applied Psychology is now a reality. Of course, it is also an effect of the *zeitgeist*, and of the interest of psychologists at the global level to know their roots, their development and their perspectives.

I hope more international psychologists will join IAAP and its several divisions. More people from the “majority” (developing) world will contribute to make history of psychology more global, more international, and a way of getting the identity that the discipline is needing in all the countries of the world.

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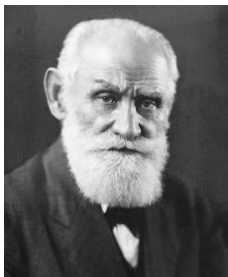
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- Pickren, W.E., & Rutherford, A. (2010). *A history of modern psychology in context*. New York: Wiley.
- Shiraev, E. (2011). *A history of psychology: a global perspective*. Los Angeles, CA: Sage.

Names & Places:

- Iván Pávlov (Riazán, 1849 - San Petersburgo, 1936)
- Emotive Stimuli in Koltushi

Iván Pávlov (Riazán, 1849 - San Petersburgo, 1936)

Richard Mababu
Universidad a Distancia de Madrid (UDIMA),
Spain

**Main Dates**

- 1849 Born on September 27, 1849 (Ryazan, Russia).
- 1870 He began studying the natural sciences at the University of Saint Petersburg, since he abandoned his theological studies.
- 1875 Completed his course with an outstanding record and received the degree of Candidate of Natural Sciences.
- 1879 Pavlov graduated from the Medico-Chirurgical Academy, being awarded a gold medal.
- 1884–86 Studied in Germany under the direction of the cardiovascular physiologist Carl Ludwig (in Leipzig) and the gastrointestinal physiologist Rudolf Heidenhain (in Breslau).
- 1878. Pavlov was invited by professor Botkin to take charge of the newly open experimental laboratory connected with the medical clinic of the Medico-Chirurgical Academy.
- 1888 – 1890 He investigated cardiac physiology and the regulation of blood pressure. in the laboratory of Botkin in St. Petersburg.
- 1890 Appointed director of physiology department at the Institute of Experimental Medicine in St. Petersburg. He received the chair of pharmacology and became professor of physiology in the Imperial Medical Academy, where he remained until his resignation in 1924.
- 1901 He got his appointment to the Russian Academy of Sciences.
- 1904 He got Nobel Prize in Physiology for his work on digestive secretions.
- 1907 Elected Academician of the Russian Academy of Sciences
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- 1923 His first visit to the United States (the second was in 1929), he publicly denounced Communism.
- 1930 Pavlov tried to apply his laws to the explanation of human psychoses.
- 1936. Pavlov died of pneumonia at the age of 86 (San Petersburgo, Rusia).

Facts

- Ivan Pavlov's earliest studies were focused on theology, but Charles Darwin's On the Origin of the Species had a powerful influence on his future interests.
- His primary interests dealt with the processes of the digestive secretions; then he commenced a cycle of experiments on the cardiovascular system which was to occupy his attention during many years.
- Pavlov received world recognition as one of the leading physiologists of his time for this experimental physiological investigations of the digestive glands.
- The last thirty-four years of his life (from 1902 until 1936) Pavlov devoted almost exclusively to the study of the functions of the cerebral cortex by the method of conditioned reflexes.

- In his classic experiment, he found that a hungry dog trained to associate the sound of a bell with food salivated at the sound even in the absence of food. He termed the response of dog a conditional reflex.
- While Ivan Pavlov was not a psychologist, and reportedly disliked the field of psychology altogether, his work had a major influence on the field, particularly on the development of behaviorism.
- Pavlov extended the definitions of the four temperament types under study at the time: phlegmatic, choleric, sanguine, and melancholic, updating the names to "the strong and impetuous type, the strong equilibrated and quiet type, the strong equilibrated and lively type, and the weak type."
- Pavlov never denied that psychology was a legitimate approach to the understanding of the inner world of man, but he vehemently defended the right of physiology, with its objective methods, to investigate in animals the manifestations of what is ordinarily called the "psychic" life, or to use a modern term, their "behavior".

Achievements

- He developed a similar conceptual approach, emphasizing the importance of conditioning, in his pioneering studies relating human behaviour to the nervous system.
- Pavlov wrote two relevant books: *Lectures on the Work of the Principal Digestive Glands* (1897) and *Lectures on Conditioned Reflexes* (1926).
- He used the salivary secretion as a quantitative measure of the psychical, or subjective, activity of the animal, in order to emphasize the advantage of objective, physiological measures of mental phenomena and higher nervous activity.
- Pavlov got Nobel Prize in Physiology for his work on digestive secretions.
- Most of his work involved research in temperament, conditioning and involuntary reflex actions. Then, he discriminated between two kinds of reflexes: unconditioned and conditioned. By an unconditioned reflex he understood a definite nervous, inborn reaction of the organism to a certain external or internal stimulus. Conditioned reflexes were acquired by an animal during life.
- His legacy of "conditioned reflex" has become key concept in the developing specialism of comparative psychology, and the general approach to behaviorism.

Further Readings.

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Emotive Stimuli in Koltushi

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August 2007. That summer we visited Russia. We spent some days in Moscow, another few in St Petersburg.

The most lingering memory we keep from that journey is not the Red Square or the Kremlin, neither the Bolshoi, the Hermitage or the palaces around Nevsky Prospekt. It is the visit we paid to Pavlov's laboratory.



In St Petersburg, Pavlov's hometown, we kept looking for tracks of the great genius. Surfing the Internet, we came across a little village called Koltushi, a few kilometres away from the city, where there seemed to be "something" related to Pavlov. The web site displayed a picture of Pavlov and a dog. Since we had no Russian and no one we met understood Spanish, we went around showing that picture until we managed to obtain directions leading to the little village.

The driver of the van that took us there, after consultation with the rest of the passengers, who visibly and audibly expressed their hilarity at the purpose of our quest, was kind enough to literally get out of his way and take us directly to the monument's pedestal.



We were there.

It was a semi-wild park. The lawn was overgrown, in urgent need of mowing, and there were various species of trees (the cold-proof kind, of course.) As we were walking around amidst the trees, we found a white house. It might perfectly be related to Pavlov. We approached it and saw his name in Cyrillic script on a wall. We rang the bell and were

welcomed by a man with whom, gradually, we managed to communicate in the most extravagant rusky-glish-franco-nish imaginable. We introduced ourselves as psychologists and university professors, extremely interested in Pavlov, his life and remaining memorabilia. He showed us several rooms containing personal belongings such as Pavlov's bicycle, pictures of the man with his family or the animals he used to work with, his books and even a poster that had been used to expound the methodology of conditioning, at the dawn of work on conditioned reflexes.



We were deeply moved, emotion rising when we were shown into his laboratory. On a wall, there was a transparent rubber hose superimposed on a scale which had been (literally) painted on the wood. The hose was coming from the next room, where we

were able to see the harness which used to hold the animal whose “salivation” variable, as a response to different non-conditioned or conditioned stimuli, could be “monitored.”

In a corner, on the right of the way in and opposite the front of the harness, there was a wooden cabinet of about 50 by 30 centimetres. It had been locked. On top of it, there was a wooden baffle with marquetry wickerwork, catalogued under number 10652; behind it, red material protected the loudspeaker.



Our new friend made a gesture that caused us to hold our breath with anticipation: he walked to the cabinet and opened it. Inside, we could admire the bell whose sound had been the first “conditioned stimulus” in history, or at least the first that could be referred to as such. There were more objects that were later used as generators of stimuli in the first experiments on conditioned reflexes.

Everything was there. It seemed as if the same experiment could be carried out all over again at any moment. Is that replicability? We laughed. It was emotional, nervous laughter.

We were not sure that “the gentleman” who was showing us around could understand the reason of our elation at what we were being shown. In the type of pidgin we were using, it was difficult to explain that we were emotion-struck by those stimuli.

Everything remained there. The gentleman (today we know that he was Dr Valery Bolondinsky, director of the Pavlov Museum at Koltushi) gave us a book-leaflet in Russian, describing that monument to the history of science and, above all, to the history of psychology. We were sorry to behold how those relics, that should be kept as a treasure, are deteriorating. Now we regret not having taken more pictures and not having had a chance to capture in film the highlights in the history of psychology contained there.



News briefing

- Congresses, Seminars, ... & more)
- Books

- Congresses, Seminars, ... & more)

XXV Spanish Society of History of Psychology Symposium
10-12 may, 2012, Santiago de Compostela (SPAIN)
www.sehp.org/symposiums.htm

IV Regional Congress of the Interamerican Society of Psychology
June 21 - 23, 2012. Santa Cruz. BOLIVIA.
www.upsa.edu.bo/sip2012/index.php

International Test Commission Conference. Modern Advances in Assessment: Testing and Digital Technology, Policies and Guidelines.

July 3-5, 2012, Amsterdam (THE NETHERLANDS).

www.itc2012ams.com

The 4th congress of Asian Psychological Association (APsyA)

5-7 July 2012, Jakarta (INDONESIA)

www.apsya.com

16th European Conference on Personality (ECP16)

July 10-14, 2012. Trieste. ITALY.

www.theoffice.it/ecp16

22nd Biennial Meeting of the International society for the Study of Behavioural Development.

July 8-12, 2012. Edmonton. CANADA.

www.psych.ualberta.ca/issbd2012/

ICP Congress 2012. International Congress of Psychology

22-27 July 2012, Cape Town (SOUTH AFRICA)

www.icp2012.com

The 5th International Conference on Traffic and Transport Psychology

August 29-31, 2012, Groningen (THE NETHERLANDS)

<http://www.icttp2012.com/>

The 13th European Congress of Psychology.

July 9-12, 2013. Stockholm (SWEDEN)

www.ecp2013.org

120th Annual Convention of the American Psychological Association

August 2-5 2012. Chicago, Illinois, USA.

<http://www.apa.org/convention>

22nd Annual World Congress on Learning Disabilities.

September 5 -7th, 2012. Oviedo. SPAIN.

www.ldworldwide.org/ldwr-world-congress-on-learning-disabilities

12th International Congress of Behavioral Medicine.

August 29 - September 1, 2012. Budapest. HUNGARY.

www.icbm2012.com

53rd Annual Meeting of the Psychonomic Society.

November 15-18, 2012. Minneapolis, Minnesota. USA.

www.psychonomic.org/annual-meeting.html

Second International Multidisciplinary Forum on Palliative Care.

November 22 - 25, 2012. Florence, ITALY.

www.imfpc.org

First World Conference on Personality.

March 20-23, 2013. Stellenbosch. SOUTH AFRICA.

www.perpsy.org

The 13th European Congress of Psychology.

July 9-12, 2013. Stockholm. SWEDEN.

www.ecp2013.org

7th World Congress in Behavioural and Cognitive Therapies, WCBCT.
July 22-25, 2013. Lima. PERÚ.
<http://www.wcbct2013.pe/>

121st Annual Convention of the American Psychological Association
31 July – 4 August 2013, Honolulu, Hawaii, USA.
<http://www.apa.org/convention>

54th Annual Meeting of the Psychonomic Society.
November 14-17, 2013. Toronto, Ontario, CANADA.
www.psychonomic.org/annual-meeting.html

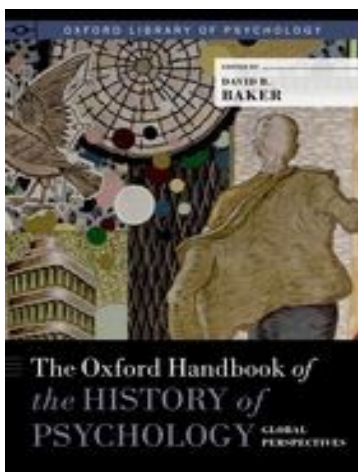
28th International Congress of Applied Psychology.
July 8-13, 2014. Paris, FRANCE.
www.icap2014.com

122nd Annual Convention of the American Psychological Association
7-10 August 2014, Washington DC, USA.
<http://www.apa.org/convention>

Biennial Meeting of the Society for Research in Child Development (SRCD).
March 26 -28, 2015. Philadelphia, Pennsylvania, USA.
www.srcd.org

- **Books**

The Oxford Handbook of the History of Psychology: Global Perspectives. Oxford: Oxford University Press. Edited by David B. Baker*



This handbook provides interesting and comprehensive perspectives of history of psychology. It focuses on the importance of development of psychology around the world, examining how it has been established in different regions and how the interconnectedness is necessary for the development of our discipline in information technology edge. Contributors provide narratives that examine the political and socioeconomic forces that have shaped their nations' psychologies. Each unique story adds another element to our understanding of the history of psychology. The chapters in this volume remind us that there are unique contexts and circumstances that influence the ways in which the science and practice of psychology are assimilated into our daily lives. Making these contexts and circumstances explicit through historical research and writing provides some promise of greater international insight, as well as a better understanding of the human condition.

*David B. Baker, Ph.D., is the Margaret Clark Morgan Executive Director of the Center for the History of Psychology and professor of psychology at The University of Akron.

Links of Interest

Academic & National Library Catalogue
<http://copac.ac.uk/>

Division of History of Science and Technology of the Union of History & Philosophy of Science
<https://sites.google.com/a/dhstweb.org/>

World Digital Library
<http://www.wdl.org/en/>

Psychological Online Documents Classics - Universität Bonn
http://www.psychologie.uni-bonn.de/index.php?seite=online-documents/lit_oth.htm

International Association of Applied Psychology
<http://www.iaapsy.org/>

APA History and Archives
<http://www.apa.org/about/archives/index.aspx>

The National Archives. Records of the UK government from Domesday to the present
<http://www.nationalarchives.gov.uk/>

Psychology Museum at the School of Psychology at The University of Sydney
<http://www.psych.usyd.edu.au/museum>

The British Society for the History of Science
www.bshts.org.uk

Membership

To become a member,
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Website <http://www.iaapsy.org/>

Invitation to collaborate to this Newsletter

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