

Chapter 4

The Psychology Department at Rutgers; Founding and Development of a Psychology Curriculum

Psychology at Rutgers University was transformed during the late 1920's and early 1930's. Under the aegis of a newly founded Psychology Department at the College of Arts and Sciences (the men's college), and a second psychology faculty at the women's college, the psychology curriculum quickly grew from an introductory course and an advanced course to that of a well-rounded and modern set of course offerings. The Rutgers Psychological and Mental Hygiene Clinic was also founded at Rutgers during this time as an autonomous unit of the University. The clinic provided a training facility and research laboratory for the Department's new graduate program in clinical psychology, while rendering psychological services to the community.

The founding of an autonomous psychology department at Rutgers, and the establishment of a clinic that served as its research laboratory were part of a national trend. By 1929, Rutgers was among the more than 100 American colleges and universities to have a psychology laboratory (Garvey, 1929), with the earliest laboratories dating back to the 1890's.

Two pivotal events in America during the 1930's and 1940's created temporary setbacks for academic psychology, and slowed the growth of psychology at Rutgers as well.

The first was the Great Depression of the 1930's, which led to retrenchments in academia. Rutgers University, still struggling to become a major university, now experienced a halt in its growth and in its aspirations. Nevertheless, the handful of psychologists on the Rutgers faculty during the Depression regularly revised, and even expanded the psychology curriculum to reflect modern psychology's growing diversity as a science and as a profession. The clinic, an integral part of the graduate program in clinical psychology, was sustained throughout the Depression with the help of professionals who donated their services to the clinic.

The second pivotal event, World War II, redirected the efforts of academics, including psychologists, away from the classroom (which was increasingly being emptied of young men serving in the armed forces) and into the war effort. At Rutgers, the emptying of many classrooms at the

men's college (College of Arts and Sciences) led to a suspension of many course offerings. However, the psychology offerings remained relatively intact at the women's college (NJC), where enrollments were sustained throughout the war, and where the few upperclassmen at the men's college were permitted to enroll in advanced courses.

Founding

Henry Starr (1893-1935) came from the University of Pennsylvania in 1928 to be chairman of the newly established Psychology Department at the College of Arts and Sciences. With Henry Starr as its director, the Psychological and Mental Hygiene Clinic came into existence a year later, in 1929, with support from the New Jersey State Department of Institutions and Agencies.



Henry Starr was appointed in 1928 as the first chairman of the newly founded Department of Psychology at Rutgers College. In 1929 the Psychological Clinic was established at Rutgers with Starr as director. Starr also initiated a graduate program in psychology at Rutgers, with a specialty in clinical psychology. (Photo from the Psychology Department Archives.)

Anna Spiesman Starr (1891-1977) arrived at Rutgers with her husband. She had received her PhD in clinical psychology from the University of Pennsylvania in 1923. She began her long association with Rutgers as the Psychological Clinic's assistant director at its founding in 1929. Her initial appointment in this role was with no salary! In 1944, she was promoted to professor and named the clinic's director. The survival of the clinic over the years is due in no small measure to the efforts of Anna Starr. Anna Starr was a Diplomate in Clinical Psychology — a certification of a person's advanced professional functioning in the specialty of clinical psychology. The Diplomate certification was administered by the American Board of Examiners in Professional Psychology, a board established in 1947 for the certification of

psychologists in three professional specialties in psychology (Clinical Psychology, Industrial/Organizational Psychology, and Counseling Psychology). The establishment of this board heralded the greatly expanded constituency of professional psychologists in America after World War II. The board, which was modeled after a medical specialty board, has since recognized several additional specialties in psychology and has changed its name to American Board of Professional Psychology (Bent, Packard, & Goldberg, 1999).

The 1929-30 catalog of the College of Arts and Sciences still shows a Department of Philosophy and Psychology rather than two separate departments, but it also shows (for the first time) a distinct partitioning between philosophy and psychology by having two sub-headings, one for philosophy courses and the other for psychology courses. The first major changes in the psychology curriculum, devised by Starr, show up in this 1929-30 catalog. The catalog of 1931-32 is the first to list psychology as a separate department.

As already noted in the previous chapter, there were, even before Starr's arrival, occasional passing references in Dean Marvin's correspondence during the 1920's to a "Psychology Department." Also, during the 1920's, psychology was being listed in the college catalog as one of the minors available to undergraduates.

However, it is clear that 1928 is the founding year for the **first** autonomous Psychology Department at Rutgers University. The bold-faced emphasis "**first**" is intended to call attention to the fact that a **second** autonomous Psychology Department was established in 1955 at NJC. Until then the psychology and philosophy faculty at NJC continued to be administratively joined. Psychology's connection with philosophy at NJC had long since become an administrative convenience and economy rather than an intellectual alliance.

Each of the two psychology faculties independently developed its own psychology curriculum. The department in the men's college had aspirations to create both a rounded undergraduate curriculum and a graduate program in clinical psychology. The department in the women's college aspired to be on a par with the "seven sisters." Although there was considerable overlap between the two curricula, each department also offered courses not found in the other, consistent with its own aspirations and the substantive interests of the faculty in the college. We begin with a description of the early

development of these two curricula and the thinking that lay behind these developments.

The curriculum in the first decade (late 20's-late 30's)

College of Arts and Sciences

The 1929-30 catalog for this college shows a distinction between courses *For Undergraduates* and courses *For Undergraduates and Graduates*. However, for psychology (not philosophy) courses, there is, for the first time, a third heading, that is, *For Graduate Students only*, heralding the establishment of a graduate program within psychology. The most innovative development in the 1929 catalog is eight new psychology courses, listed under the heading *For Undergraduates and Graduates*. Henry Starr is the instructor for several of these new courses.

NJC

The 1929-30 NJC catalog, like that of the College of Arts and Sciences, also shows a major expansion in the psychology curriculum. However, all courses at NJC are for undergraduates with upper-level courses designated according to sophomore, junior, or senior standing. Sidney Cook is chairman of Philosophy and Psychology at NJC, and the one who shaped the psychology curriculum there.

Similarities and Differences

There were many similarities between the two colleges in the undergraduate psychology curriculum. These similarities are not surprising since both departments were attempting to provide their respective undergraduates with a well-rounded, modern psychology curriculum, and since both faculties shared the same general ideology about the field of psychology as a science and a profession. More particularly, both Cook and Starr were well trained as experimentalists and as clinicians.

The new psychology courses offered early in the first decade at both colleges are: Abnormal Psychology, Social Psychology, Applied Psychology, Mental Hygiene, and Tests and Measurements (prefaced at Rutgers College with "Clinical"). To be sure, there are other courses introduced first at one college or the other during this first decade, and then later offered by both departments. They are Experimental Psychology, History of Psychology,

Physiological Psychology (later moved exclusively to Rutgers College), and Aesthetics, all of which appeared first at NJC almost a decade before their appearance at the College of Arts and Sciences. Personality Psychology and Acquired Behavior (later Learning), first offered at the College of Arts and Sciences in the late 1930's, joined the shared set in the late 1940's when NJC also began offering it.

Both departments also offered an introductory psychology course. Both colleges had been offering such a course during the 1920's under a single purview, first of Marvin and then of Cook. The introductory course offered at the two colleges in the early 1930's now differed somewhat from each other in emphasis.

The course description written by Starr for the 1929-30 catalog of the College of Arts and Sciences shows his emphasis on psychology as a natural science, and on the basic phenomena of this science. It is listed as a two-semester course with the following descriptions:

An introduction to the natural science of human behavior by the subjective and objective methods. Man in dynamic relation to his environment. Psycho-neural integration, reflex, instinct, habit and emotion. Sensation, perception, apperception, memory and its laws.

The psychology of the more complex processes. Learning, reason, intellect and intelligence. Imagination. Motivation and Control. Individual difference as evidenced in daily life and studied by mental tests.

Cook's description of a two-semester introductory course in the 1930-31 NJC catalog, while acknowledging the scientific aspects of psychology, shows more emphasis on mental "maladjustment," on individual differences, and on the variety of fields of psychology:

An introduction to the problems, methods, laws of psychology. The factors which influence mental adjustment to the environment. Maladjustments and their causes. Heredity, instincts, emotions, the learning process and study methods. Analysis of the individual. Intelligence, its causes and measurement. Mental testing, psychiatric studies, effects of endocrines. The fields of psychology: vocational, social, applied, abnormal, child. Historical treatment. Classroom demonstrations and experiments throughout the course.

While it may be of little interest here to track the many changes in (and perpetual tinkering with) the introductory course, suffice to say that both departments regularly updated the content and organization of the

introductory course so as to reflect current thinking and developments in the field.

As for courses found exclusively in the College of Arts and Sciences, the 1929-30 catalog lists two such courses under *For Undergraduates and Graduates*. One, obviously connected with Starr's research interests, is: *Metabolism and Behavior*, described as "A study of the biochemical factors determining human behavior, including a consideration of diet, respiration, posture, constituents of the blood, with especial reference to the glands of internal secretion." This course was dropped from the curriculum in 1935 with Starr's death. The second course, titled *Psychology of Individual Difference*, was part of Starr's clinical program, described as "An introduction to clinical psychology. Systems and methods of diagnosis and prognosis. Practice periods and clinical demonstrations." This course remained exclusively at Rutgers College for several decades with its title changed to *Introduction to Clinical Psychology* after the World War II. The 1929-30 catalog listed one course *For Graduate Students only, Psychological Research*, augmented in 1930 with two two-semester courses: *Advanced Clinical Psychology* and *Graduate Seminar*.

By contrast, the 1929-30 NJC catalog listed *Child Psychology* as its special offering. In 1930, NJC established a nursery school, *The School for Child Study*, to support the teaching and research activities of several departments including *Physical Education, Home Economics, and Psychology*. According to a 1931 White House Conference on *Child Health and Protection*, there were at this time 169 nursery schools maintained by American colleges and universities. For psychology, the *School for Child Study* at NJC augmented the course in *Child Psychology* by providing the students with opportunities to observe the children at the School. A course in *Nursery School Procedure* with an "Assigned project in the *School for Child Study*" also appeared briefly in the early 1930's. Cook seemed to be establishing a niche based in the child-study movement of the time, and compatible with other extant programs at NJC concerned with children. *Child psychology* continued to be a major concentration at NJC for several decades.

Although NJC concentrated on normal child development, Cook also provided his undergraduates with field trips to outside agencies and institutions that dealt with problems of children and adolescents, as well as adults. Interestingly, Starr's *Psychological Clinic* also concerned itself primarily (but not exclusively) with evaluation and treatment of children and

adolescents. However, Cook's students were all undergraduates while Starr's clinic was part of his graduate program in clinical psychology.

Another theme at NJC, albeit less prominent than the emphasis on child study, was Industrial and Organizational Psychology. Although a course in Business Psychology first appeared in the Rutgers College curriculum for two years (1929-1931), it was dropped there to reappear at NJC for well over a decade, until it metamorphosed into Vocational Guidance and Personnel Management in the early 1940's.

It is perhaps extraordinary that two small faculties would offer such a large number and variety of courses. In general, one gets the impression that under Cook's leadership, there was more variety at NJC than at The College of Arts and Sciences. In his annual departmental report in 1936, Cook noted:

We feel that the departmental offerings are now, in variety and subject-matter, on a par with the best colleges and universities of the country and in variety and subject-matter compare favorably with the offerings of Yale, Princeton, Wellesley, Radcliffe, Bryn Mawr, Simmons, Wells, Vassar, Goucher and Connecticut. Smith, with a teaching staff of twelve, is still ahead of us.

At the College of Arts and Sciences, on the other hand, Starr's efforts were divided between undergraduate and graduate curricular development, along with the newly established Psychological Clinic to direct.

Other items of interest in the 1930-31 College of Arts and Sciences catalog are the growing use of psychology in the various undergraduate curricula of the university and the establishment of The Honors School within the college, with psychology as part of its curriculum.

Faculty in the first decade

College of Arts and Sciences

When Henry Starr came to Rutgers he had but seven years to live before his untimely death at the age of 42 from Bright's disease. Nevertheless, he put a lasting stamp on the direction of psychology at Rutgers University with his introduction of a research-based graduate clinical psychology program, and with the founding of the Psychological Clinic.

To understand both the curriculum introduced by Henry Starr and the role of the clinic in research and graduate training, it is instructive to look at Starr's background at the University of Pennsylvania with his mentor, Lightner Witmer (1867-1956). Actually, because of Witmer's role as a pioneer in American clinical psychology, we start with a brief synopsis of his background.

Witmer began his graduate training with Cattell at Pennsylvania and completed it with Wundt at the University of Leipzig. His dissertation was in empirical aesthetics. He returned to direct the laboratory at Pennsylvania, where he continued his experimental research. At the same time, Witmer's incubating interest in applied psychology now blossomed into developing a helping profession in psychology, and in 1896, he established a psychological clinic at Pennsylvania. His was the first psychological clinic in America. In 1907, he proposed a new profession, independent of both medicine and education, which he named *clinical psychology*, and established the first training program in this new profession at the University of Pennsylvania. His guiding idea was that clinical psychologists have a doctorate in the field as well as practical clinical experience as part of the graduate training.

Much of Witmer's clinical work was devoted to the psychological evaluation and treatment of children and adolescents, many with school problems. By the 1920's, clinical psychology had established itself in America, with many of the clinical psychologists trained by Witmer. Another part of this generation was trained in the psychoanalytic tradition, which Witmer knew about, and although not hostile to it, did not incorporate it into his own training program.

Witmer was one of the charter members of the American Psychological Association, allied with the faction that was urging the philosophers in the association to form their own professional association because the philosopher's agenda was incompatible with that of psychology as an empirical science. Witmer maintained a strong research identity throughout his career, and when his research interests shifted to clinical topics, the clinic became his research laboratory.

One of Witmer's research interests was the relation between body chemistry and behavior. He found in Henry Starr, an instructor in body chemistry at the Medical School of the University of Pennsylvania, a collaborator for empirical research on this topic. Starr began his research

collaboration with Witmer in 1920 at the Psychobiochemical Laboratory, established by Witmer as a division of his Psychological Clinic. Starr also began his graduate work in psychology under Witmer's direction, which he completed with a doctorate in 1922. Starr published several papers on metabolism and behavior before coming to Rutgers. He had also taught a course on this topic in Witmer's graduate program while still at the University of Pennsylvania (McReynolds, 1997), and then added it to the Rutgers curriculum.

Starr also brought to Rutgers Witmer's design for a graduate program in clinical psychology, for a psychological clinic directed by a psychologist for evaluation and treatment (primarily, but not exclusively) of children and adolescents, and for a clinic that was also the locus of empirical research. Several of the tests used for evaluation at the Rutgers clinic were those of Witmer's, although others were also adopted or devised by the Starrs. Witmer gave his last major talk at Rutgers in 1938, on the occasion of the annual meeting of the New Jersey Association of Psychologists (McReynolds, 1997).

In 1929, Sidney Sanderson (1893-1987) joined the psychology faculty at the College of Arts and Sciences as an assistant professor. He too had received his academic training at the University of Pennsylvania. After completing his BA from Pennsylvania, he served in the Army during World War I. He was an instructor at Pennsylvania for several years, while working on his doctorate, which he completed in 1929. His dissertation was on intention in motor learning. Sanderson remained at Rutgers for the rest of his academic career, primarily as an undergraduate teacher.

The first decade of the Department of the Psychology would also see important changes in the leadership, and ultimately the direction of psychology at the college, with the untimely death of Henry Starr in 1935. Before describing these changes, let us look at the faculty that was assembled at NJC in the late 1920's and early 1930's.

NJC

Sidney Cook's broad training in psychology, described in the previous chapter, is briefly recapitulated here. Before his military service in World War I, Cook had spent a year at Cornell doing graduate work in experimental psychology with Titchener. After the war, he resumed his graduate work at Yale with a shift in interest to individual psychology and,

especially, to mental measurements. After he received his MA at Yale in 1921, he accepted an appointment as instructor at Rutgers College, and completed his graduate work for the doctorate at Columbia University in 1928. He also obtained sufficient clinical training at the New York State Hospital for the Insane to be appointed in 1924 as School Clinician for New Brunswick's Board of Education.

Largely forgotten and overshadowed by Starr's Clinic is the fact that Cook actually established a psychological clinic at Middlesex Hospital (now Robert Wood Johnson University Hospital) in New Brunswick under the auspices of the Department of Nervous Diseases for a brief period starting in 1926--three years before the founding of Starr's Psychology Clinic. To be sure, Cook's clinic was more modest in scope than that of Starr's, and within a psychiatric setting, unlike Witmer's notion of a clinic run by psychologists. Cook viewed the clinic as "our laboratory in which students are taught to give tests... under the direction of an instructor." (President Thomas's correspondence files) In short, Cook was no stranger to the field of clinical psychology, and to the use of hands-on experience in teaching psychology.



Sidney Cook was appointed head of the Department of Philosophy and Psychology at NJC in 1929. There he developed a full curriculum in psychology with an emphasis on child development. (Photo courtesy of the Rutgers University Archives.)

The ambitious curriculum that Cook had designed for NJC required additional faculty. During his first year as chairman at NJC, Cook was given a masters level psychologist to help with the course load, followed in the second year by another instructor with a master's degree.

One of these master's level instructors was Robert White (1904-2001) who came from Harvard with two years of graduate work there. During his three years at NJC, he taught introductory psychology, physiological psychology, history of psychology, and the psychology of individual development, the latter reflecting what would become one of his long-term interests. This is the description he gave in the 1931-32 NJC catalog of the course on individual development:

The origin and development, through the life history of the individual, of those attitudes, emotional reactions, and beliefs which constitute human personality. Harmony and conflict among the elements of personality; the chief findings of psychoanalysis; the aims and principles of mental hygiene. Readings, including biographical studies, and individual reports.

This was White's first opportunity to develop a course in the psychology of human development. When he returned to Harvard, where he completed his doctorate and where he subsequently enjoyed an illustrious career in clinical and personality psychology, White continued to shape this course. His book on this topic, *Lives in Progress*, was extremely successful and is one of the mainstays in promoting personology research.

While White may have been happy teaching this course, he was rather dissatisfied with the state of psychology generally, and with the material he had to present in the introductory course. He likely reflected the sentiments of some of his humanist contemporaries who also had misgivings about the thrust of academic psychology when he wrote:

At Rutgers, where I taught in New Jersey College for Women, now Douglass College, I had a varied program of teaching, including introductory courses, physiological psychology, and the history of psychology. These were not really my subjects, and although to be worthy of my hire I prepared them carefully they did not, as we would now say, turn me on. The introductory course bothered me the most. My voice was not right to sing hymns of praise for scientific method, and, recollecting the rich human interest of my courses in social and intellectual history, I hated to serve the thin gruel of the 1930's psychology textbook, from which students were likely to carry away only a few odd memories about the eye, the ear, and some things called affects and emotions that bore no relation to life. (White, 1987, p. 5)

In 1932, an experimental psychologist (Robert Sackett) with a PhD from Yale joined Cook's faculty with an instructorship. He resigned in 1936.

The year 1932 was probably the worst year of the Great Depression for Rutgers. Financial problems required extensive retrenchments. At NJC, the School for Child Study was closed, this in spite of its value to several

departments at NJC. (Starr rescued his Psychological Clinic from being closed by incorporating it into the Department of Psychology, and by the willingness of some of the part-time professional staff to give their services gratis.)

The closing of the School for Child Study did not deter Cook from providing his undergraduates with a variety of direct experiences in the laboratory and in the field. By 1932 Cook was already using his connections with outside organizations to "enable our students to come in first hand contact with practical situations in which their Psychological knowledge would be of advantage." (Annual report, 1932) These organizations included Vineland, Greystone Park, Manhattan State Hospital, among others. As its psychologist, Cook also had access to the New Brunswick school system. This gave his students in Mental Tests and Measurements practical experience with testing children. By 1938, Cook reported that "in almost one-third of the courses offered, the extra-mural laboratory plays a part." (Cook's annual report, 1938) Cook also established a demonstration laboratory (including a room with a one-way mirror) in the college's Botany Building for students in experimental psychology, child psychology, and mental tests. The laboratory's material included several reels of slow motion film of children that had been made at the School for Child Study.

Cook's own extra-mural activities were also widespread. Over the years, he gave talks to a various groups in the community. He served as president of the New Jersey Mental Health Association. In 1936, NJC held a seminar on "Psychology's Contributions to a Design for Living," open to the public, in which Cook, Helen Richardson (a recent appointment in psychology at NJC, see below), Anna Starr, Sanderson, and Sackett were heard. (The Sunday Times, New Brunswick, N.J., 1/5/36)

A minor but interesting historical sidelight was Kurt Koffka's visit to NJC in 1934, where he gave a talk to the Psychology Club. His visit was arranged by Molly Harrower (1906-1999) who was, at the time, in the Department of Student Life at NJC. She had received her PhD that year at Smith with Koffka as her advisor. In her book on Koffka (Harrower, 1983), Harrower recounted how difficult the talk was for student and faculty alike. She also recounted that for his part, Koffka expected "students to read on their own, without assignments, as in the British and Commonwealth universities...He admired the self-confidence of American undergraduates outside the classroom, but the lack of basic scholarship always startled him." (Harrower, 1983, pp. 74-75) Harrower left NJC after a brief stint as a

resident student advisor, and over the ensuing years developed a national reputation for her work in psychodiagnostics, especially the Rorschach Test (New York Times obituary, 2/28/99).

By 1933, the master's level instructors at NJC were gone, and Helen Richardson (1895-1990) was hired as an instructor. She came from Yale, where she had worked with Arnold Gesell in the Yale Clinic of Child Development. Her academic credentials included an AM from Columbia in 1923 in "Philosophy of Education", and a PhD from Yale in 1923, with a dissertation on "the growth of adaptive behavior in infants." Her training and interests in child psychology fit well with NJC's curriculum.

Her gender also fit well with that of a woman's college, even though Cook's "search" was by the then common practice of relying on the "old-boy network." Cook's network was his connection with Yale and Columbia. Although there was no shortage of women with a PhD in psychology, the old-boy network made it highly unlikely that a woman would be hired in academia, particularly during the Depression. As Capshew (1999, p. 32), a historian of psychology in America, noted, "The few women who managed to gain academic employment were mostly relegated to women's colleges [Richardson], and to university clinics [Anna Starr] and child welfare institutes linked to departments of psychology and education."

After Cook's death in 1944, Richardson became chairman of the NJC department until a year before her retirement in 1955. (A departmental chair was then commonly referred to as chairman, regardless of gender. I retain the titles that were commonly used in a historical period. Some men retained the title of chairman even as chairperson or chair became the norm. If so, I use that title to refer to them in the narrative.)

In 1936, with Sackett's departure, Cook was able to make another appointment in psychology, this of Nelson Hanawalt (1906-1996). Hanawalt arrived with an MA from Columbia and within a year earned the PhD from Columbia. Cook had great hopes that Hanawalt would become "a permanent addition to our staff." (Cook's annual report, 1936) Within a year, Cook wrote in his annual report that Hanawalt "has made a more rapid adaptation to this new situation than has any other member of the staff to date. He has grasped the aims and purposes of the department, has made many contacts, both within and outside of the college, has been reliable and resourceful in solving various problems and difficulties, and appears to have been

successful as a teacher." Hanawalt, who had a long and active career at Rutgers, fulfilled Cook's early hopes and glowing assessment.

College of Arts and Sciences

The gap left by Henry Starr's death in 1935 in teaching and in chairing the department was temporarily filled by Sanderson and by a masters-level clinical assistant from the clinic. Sanderson also became acting director of the Psychological Clinic, with Anna Starr (assistant director) actually in charge. She also taught the advanced clinical psychology course. That same year, she was given an academic appointment as associate professor of social psychology in University College. (University College had been established the year before as a part-time evening school for men and women employed during the day.)

After a two-year search, Carroll Pratt (1894-1979) was hired as professor and chairman of the Psychology Department, and ex-officio director of the clinic. Pratt had received his PhD in experimental psychology at Clark University under E.G. Boring in 1921. Both Pratt and Boring soon left Clark for Harvard, where Pratt remained for 14 years. Pratt was the first psychologist at Rutgers with a national reputation.

Several years before his arrival at Rutgers, Pratt had published his book, *The Meaning of Music*, which became popular with musicians and psychologist alike. He was, himself, an accomplished musician, as well as a trained experimentalist, and contributed papers to experimental aesthetics. His national reputation in aesthetics and musicology grew over the years, including election to the presidency of several societies having to do with aesthetics. The course in aesthetics, which he offered at Rutgers, must have been an erudite one, indeed. (Again to Cook's credit, a course in aesthetics had been part of the psychology curriculum at NJC since 1929, albeit different somewhat in content and expertise from that of Pratt's course at the College of Arts and Sciences.)

His book, *The Logic of Modern Psychology*, established his national reputation as a psychological theorist. By 1948 he was appointed Editor of psychology's leading theory journal, the *Psychological Review*. At Rutgers, he added to the graduate curriculum a two-semester course in Systematic Psychology, as well as a two-semester (one-hour credit) Seminar in Theoretical Psychology.

His reputation among experimental psychologists was such that his invitation to the prestigious (and rather exclusive) Society of Experimental Psychologists to hold their annual meeting at Rutgers in 1941 (in connection with the 175th anniversary of Rutgers) was readily accepted by the group. His attitude toward clinical psychology, and more particularly the presence of the clinic within the department was less cordial. I will say more about this later.

Simultaneous with Pratt's arrival in 1937, was the hiring of Griffith Williams (1897-1972) as an assistant professor and assistant director of the clinic. His responsibilities at the clinic included the counseling of Rutgers students, and his service to the college included the screening of freshman for scholastic aptitude. Williams had received his PhD from the University of Wisconsin in 1929, with a dissertation on "Suggestibility in the normal and hypnotic state." He spent the next year as a research assistant for Clark Hull at Yale's Institute for Human Relations. One of Hull's interests at the time was the experimental analysis of hypnosis. Before coming to Rutgers, Williams spent a summer at Harvard (perhaps in contact with Pratt), and several years on the faculty of Rochester University. Williams stayed on at Rutgers until his retirement in 1960. His courses in Abnormal Psychology and in Personality Psychology were among the mainstays of the undergraduate curriculum, and he enjoyed a reputation as an outstanding and inspiring teacher. He was a Diplomate in Clinical Psychology.

Between Pratt's arrival at Rutgers in 1937 and his departure in 1945 for a leave of absence from which he would not return to Rutgers, no psychologists were added to the Rutgers College faculty. Obviously then, his role as chairman in shaping psychology at Rutgers was limited. Moreover, even before America's entry into the war in 1941, war preparations were diverting the energies of psychologists (and other academics) away from the classroom, from the research laboratory, and from scholarship.

The war years

American psychologists began mobilizing the profession in 1939 to make their contribution to the national defense, and to prepare for the possibility that America would eventually enter the war. By 1940, the two national organizations, the American Psychological Association and the Association for Applied Psychology, joined forces with four other national societies in various psychological specialties (Psychometric Society, Society for the Psychological Study of Social Issues, Society of Experimental

Psychologists, and the Psychology Section of the American Association for the Advancement of Science) to form the Emergency Committee in Psychology. There were also prominent psychologists who, even before the formation of the Emergency Committee, were using their contacts in high-level scientific organizations such as the National Research Council, the War Resources Board, and the National Academy of Sciences, to advocate that psychology be included among the sciences in planning for the national defense. These psychologists also urged government officials in the War Department to expand the contribution psychologists were making to personnel selection by adding their expertise to military training, morale, and deviancy (Capshe, 1999).

The Emergency Committee obtained the sponsorship of the National Research Council, an endorsement that assured access to influential scientific organizations and agencies of the federal government. Leonard Carmichael, a prominent psychologist of the time, dubbed the Emergency Committee the "war cabinet" for psychology.

Pratt was a member of the Emergency Committee from its early days, and edited in 1942, on behalf of the Committee, a monograph, *Military Psychology*, which brought together the literature in this field. In a letter (11/20/42) to Rutgers President Clothier, Pratt detailed psychology's participation in the war effort. Pratt portrayed the pressing need for psychologists in the military, the role of colleges in providing this manpower, and the enormous confusion in Washington for the implementation of sound psychological practices in classifying personnel for the Army and Navy. Pratt also addressed the resistance that psychologists still encountered in 1942 to their participation in the military, in this case by a "hard-boiled group in the Army and Navy that has no use for psychology, in spite of the impressive evidence which we have submitted to the War Department concerning the extensive use of psychological tests in classifying the personnel of the German Army." The letter reflected his grasp of psychology's wide-ranging participation in the war effort. Pratt had a leave-of-absence in the academic year 1943-44 to assist one of the Army training programs at Harvard.

The junior psychology faculty at both the men's and the women's college also made important contributions to the national defense and to the military during the war.

In his 1941 annual departmental report to the dean of the College of Arts and Sciences, Pratt wrote that "Williams has recently been consulted

about problems in connection with hypnosis and the communication of secret messages" and that "Sanderson has assisted in the administration of tests to air pilot candidates." Subsequent annual reports again referred to contributions by Williams and Sanderson to the war effort, having "been called upon to help out in a number of testing programs initiated by the Army" and that "it can be said with some certainty that the results secured in these tests have had an important bearing upon the program of military psychology..." He also summarized his own activities on the Emergency Committee in his 1943 annual report, which now included "locating psychological personnel and laboratories...for research problems suggested to them by the armed forces."

Toward the end of the war, Williams divided his time between teaching and working for the Veterans Administration as director of the Veterans Advisement Center. The Center, with a staff of 10 people, did "vocational counseling leading to the rehabilitation of veterans" (Targum, 2/25/47).

At NJC, Cook took a different tack in making his contribution to the national defense. He had had military experience in World War I, first as an ambulance driver for the American Field Service in Verdun, France before the United States entered the war. When America entered the war in 1917, Cook served as an Army officer, and toward the end of the war as a machine gunner and bombardier for the Army's Air Service in France. In 1940, as America's eventual participation in World War II seemed ever more likely, Cook volunteered for the National Guard in New Jersey with the idea that his war-time experience would be useful in the military instruction of the younger men. He was refused because of age, and then promptly helped form a committee of World War I veterans to serve as a "clearing house of such veterans in this area." (New Brunswick Home News, 5/5/40) The committee lobbied the Army on the value of their military experience for the present national emergency. Other efforts to be of "real service" led Cook to accept an invitation by the New York Guard to join them as a private.

Cook was an extremely patriotic man, and as a veteran soldier felt he could contribute best with military service rather than psychological expertise. Still, he was also quite aware of psychology's role in national defense, and listed a course in the 1943-44 NJC catalog titled, Propaganda and Morale, with him as instructor. His description of the course:

Analysis of the psychological principles underlying propaganda. Examination of the methods used by nations and pressure groups in maintaining their own morale and

destroying that of their opponents, with special application to the present conflict. Practice in analysis of current propaganda.

Sadly, he became ill in 1943, seriously enough to warrant a leave of absence from NJC for the fall semester. He returned to teaching in the spring semester, but took his life in early February 1944. He was 52 years of age.

Richardson was granted a leave of absence for the academic year 1943-44 to work for the National Defense Research Committee (NDRC). NDRC was conducting a classified study on visual thresholds for the Navy at the Tiffany Foundation (Oyster Bay, N.Y.), with E.G. Boring as one of the primary consultants for the study. Boring made special appeals both to Rutgers president and to NJC's dean to spare her for the year so that she could serve as a Research Associate on the study at the Foundation. Her attention and concerns were soon divided, however, between her research at the foundation and the gap in leadership and teaching created by Cook's death. When she returned to NJC after her sabbatical, she served as acting chair for a year, and then chair.

Hanawalt made his contribution to the war effort in uniform. He left NJC during the war with an appointment of Lieutenant in the United States Navy. He was stationed at the U.S. Naval Training Center in Sampson, New York, where he screened recruits for their psychological fitness for the Navy. Hanawalt returned to civilian life in 1946 and resumed his academic career at NJC. Within a year, this valued faculty member was promoted to associate professor.

The wartime services of the clinic, summarized in Anna Starr's *Chronicle of the Clinic*, (available in University Archives) were varied. In response to a request from the New Jersey State Defense Committee, the clinic further screened draftees designated as 4F "or questionable." Anna Starr delivered lectures to several groups of Red Cross volunteers "on the emotional factors in children's fears during this war stress period and also on mental hygiene aspects of adult needs for the volunteers themselves." In 1944, the clinic started a major project at the Lyons Veterans Hospital to devise and carry out methods for screening volunteers for the hospital. Anna Starr also served as consultant to local community groups related in some way to the war effort.

Psychology at Rutgers at the end of the war

With the untimely deaths of Henry Starr in 1935, and of Cook in 1944, psychology at Rutgers had lost two of its founding leaders early on. Both men were very dynamic and both were dedicated to the development of a modern psychology at their college.

In 1944 the clinic was transferred from the Psychology Department to the University Extension Division. The removal of the clinic from the Department and the death of Henry Starr signaled the end of his pre-war graduate program in clinical psychology in the Department. The war had also decimated the undergraduate program at the men's college. With Pratt's departure, there were no senior-level professors to lead the revival of the department at the men's college. The situation at the women's college was somewhat better, having been able to sustain its undergraduate offerings during the war and having Richardson to provide a continuity in leadership. The psychology faculty at the women's college had not participated in the graduate program and there was seemingly little interest in doing so immediately after the war.

However, the psychologists at Rutgers faced a postwar period in American psychology that was radically changed by the war. Reviving the past at the men's college with its graduate program or maintaining a continuity in the salutary undergraduate curriculum of the woman's college were no longer sufficient to satisfy the faculty who gradually came on board after the war and who were attuned to the new opportunities for psychology in America. How their aspirations were to be fulfilled in the context of a university that was also filled with aspirations for growth into a major university is the topic of the next chapter.

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