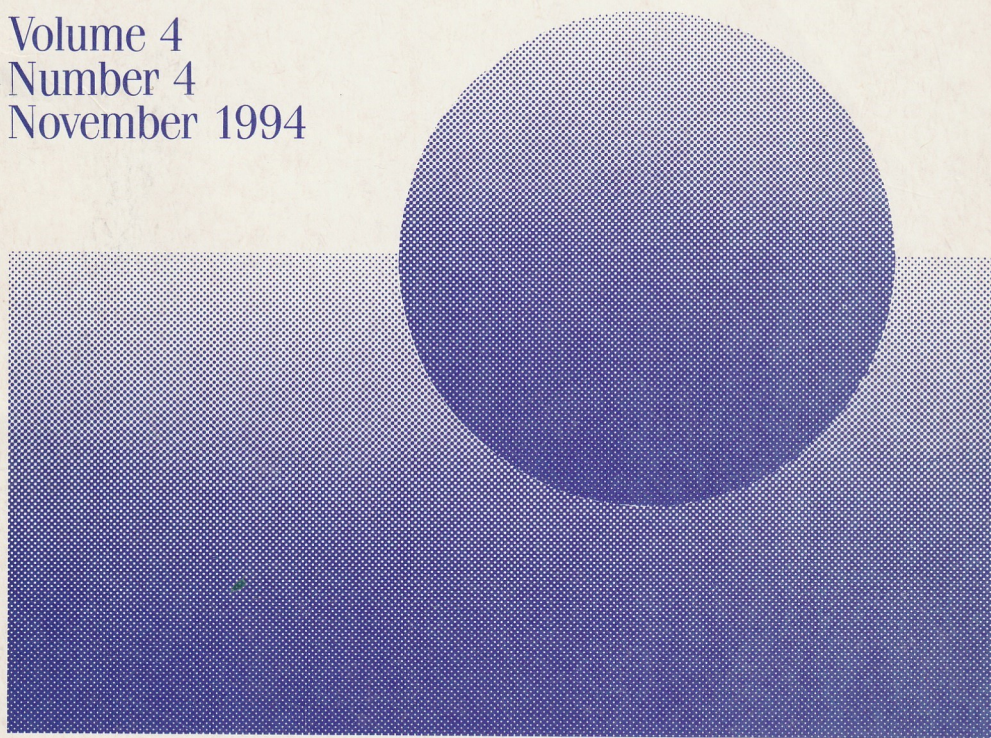


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## Review Note

HELMUT E. LÜCKE AND RUDOLF MILLER (EDS), *Illustrierte Geschichte der Psychologie*, Munich: Quintessenz, 1993. 374pp. ISBN 3-928036-72-6.

Postmodern discussion shifts the focus of interest from the subject-matter of psychology to the form in which it is observed. 'Contemporary perspectives are not necessarily closer to the truth—they are merely different' (Gergen, 1990, *Psychologische Rundschau*, 41, p. 197). This is precisely the impression one gets from the present book, which aims to present the great variety of ways in which psychology approaches its subject. Over 460 photographs, documents and other material, most of them published for the first time here, provide the illustrations for 82 articles by 70 contributors from 14 countries on key topics in the history of psychology. The emergence of psychological terms is usually dealt with in connection with a person, but also in the light of contemporary cultural trends in literature and music.

This book is international in its orientation. Psychology in the United States is discussed in the greatest detail, second only to Germany. Entire articles are devoted to important figures like William James, and Bringmann and De Pace describe the beginnings of the American Psychological Association. In the article by Carpintero, the development of psychological journals in the United States is traced from the foundation of the *American Journal of Psychology* by Stanley Hall in 1887 to the diversification of *The Journal of Experimental Psychology* into the specialized publications in 1974. Although Schorr is discriminating in her presentation of the historic and specialist aspects of the (neo-)behaviourist research programme, she fails to make any critical reference to its practical origins and metaphorical applications in psychiatry and schools.

This book can be recommended to scientists who have devoted their life-work to a specialized field but nevertheless consider it important to see their efforts in a new perspective, as well as to university teachers who are looking to a discipline where without the dialectic of text and images they tend to plunge into a state of confusion rather than achieve permanent orderly patterns. As one reads, astonishing connections which intensify the individual memory as much as they sharpen the collective memory come to light. This leads to a semantic networking which is so useful for gaining further insights (e.g. 'Gertrude Stein, automatisches Schreiben und B.F. Skinner'). The more one reads into this informative work, the more it becomes obvious that the subject-matter of psychology is not something well defined once and for all, but something that evolves again and again in constantly changing macro- and micro-contexts.

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