

## Walter Miles And His 1920 Grand Tour Of European Physiology And Psychology Laboratories Center For The History

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In 1920, the year of his European trip, he was nearing the end of an eight-year stint as a researcher at the Carnegie Nutrition Laboratory in Boston. Miles was a prototypical psychological scientist, happiest when fully immersed in the day-to-day life of the laboratory.

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Walter R. Miles (1885-1978) was an American experimental psychologist very much interested in laboratory apparatus and procedures and their applications to human behavior. Early in his career, Miles received an appointment as a research scientist at the Carnegie Nutrition Laboratory in Boston, Massachusetts. World War I severed many of the relationships that the Carnegie Laboratory had with research counterparts in Europe. After the war, efforts were made to reestablish these ties. From April through August of 1920, Miles visited fifty-seven laboratories and institutes in nine different countries throughout Europe, documented his journey in exquisite detail, and gathered the information into a highly detailed report of more than three hundred pages. The report, never formally published, is now available in print, and title provides unique information about the workings of major centers of physiological and psychological research in early twentieth-century Europe. The book is introduced by C. James Goodwin, a renowned Miles scholar.

The enhanced 5th Edition of Goodwin's series, A History of Modern Psychology, explores the modern history of psychology including the fundamental bases of psychology and psychology's advancements in the 20th century. Goodwin's 5th Edition focuses on the reduction of biographical information with an emphasis on more substantial information including ideas and concepts and on ideas/research contributions.

"This book's great strength is the way it weaves psychology between events and trends in society. It shows that psychology isn't separate, watching through a one-

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way mirror, but that psychology and society are threads woven together in the same tapestry. Key theories and big names fit into a story that makes sense, and become more human than legend... The writing style is clear and direct; I found myself looking forward to each chapter... [A] highly informative book that would benefit students, psychologists and aspiring psychologists." Dr. Francis Quinn, Robert Gordon University The Psychologist "This slim volume would be a wonderful accompaniment to a traditional text. This reviewer has taught history and theory of psychology for 24 years. In those years, many students have said -- at the end of the course -- 'I wish I had known this stuff at the beginning of my degree.' This volume would fill that need." R.E. Osborne, PhD, Texas State University CHOICE "In this engaging and highly readable book, Devonis gives readers a 'usable past' ñ an account of key themes and issues that shaped modern American psychology. Much more than a straightforward chronicle of intellectual antecedents, History of Psychology 101 situates the field in a wider social and historical context. The book will appeal to both experienced psychologists and those new to the field ñ highly recommended." Ian Nicholson, PhD St. Thomas University "The author is very knowledgeable of the history of psychology and is uniquely qualified to prepare this book. Dave Devonis has extensive experience teaching students, which is apparent with the way he wrote this book to enhance learning and understanding." Laura Koppes Bryan, PhD University of Baltimore Spanning the modern development of psychological science and practice-the era most relevant to today's psychologists-this concise overview of psychology's history focuses on how the field has striven to make a positive impact on society and the individuals within it. It not only examines, decade by decade, the key developments in psychology, but goes beyond the usual "schools and systems" approach to illuminate not just how psychological theories developed but how they have been applied and practiced. The text is unique in its focus on connecting the historical development of psychology to present concerns in the field, thus making the information more relevant to today's student. Woven throughout the book is thread of optimism regarding the value of psychological ideas for the betterment of humanity. The book considers how psychology has informed-and been influenced by-social and cultural concerns of the past century. Each chapter highlights a theme that typified the science and practice of psychology in a particular era, along with a "historical centerpiece," an examination of an exemplary psychologist or psychological work that typified the field's development during that time period. Key Features: Presents a concise, accessible overview of the modern history of psychology Goes beyond the usual "schools and systems" approach to focus on how psychological theories were developed, applied, and practiced Demonstrates how the field of psychology has endeavored to make a positive impact on society and individuals Focuses on making historical information relevant to psychological practice today Embeds psychology in the social and cultural milieu of each era

An account of Herbert Field's quest for a new way of organizing information and how information systems are produced by ideology as well as technology.

The time is right for this comprehensive, state-of-the-art Handbook that analyzes, integrates, and summarizes theoretical advances and research findings on adult development and learning - a rapidly growing field reflecting demographic shifts

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toward an aging population in Western societies. Featuring contributions from prominent scholars across diverse disciplinary fields (education, developmental psychology, public policy, gerontology, neurology, public health, sociology, family studies, and adult education), the volume is organized around six themes: theoretical perspectives on adult development and learning research methods in adult development research on adult development research on adult learning aging and gerontological research policy perspectives on aging. The Handbook is an essential reference for researchers, faculty, graduate students and practitioners whose work pertains to adult and lifespan development and learning.

George Nash's research reveals the enduring ties that bound Hoover to Stanford University.

DONALD K. ROUTH WHAT THIS BOOK IS ABOUT A reader who happens onto this book on the library shelf may find the title a puzzle. Learning is one broad subject. Speech is another. And the "complex effects of punishment" might seem far afield from either. Perhaps, intrigued by this apparent diversity and wanting to discover what common theme underlies it, the reader may begin leafing through the chapters. The first one recounts a series of studies of rats-using learning techniques from the psychology laboratory, to be sure, but applied to the study of behavior genetics, sex differences, and aging. The second chapter has to do with young children's discrimination learning. Then, there is a chapter on learning sets. Next, there is a chapter on stuttering. Then the topic shifts back to the study of learning in rats. Then, there is a clinical chapter on punishment effects. Finally, there is a historically oriented essay on Iowa psychology graduates. Surely, by now the puzzled reader wants an explanation of why such diversity belongs between the covers of a single book.

A Century of Contributions to Gifted Education traces the conceptual history of the field of gifted education. Bookended by Sir Francis Galton's Hereditary Genius published in 1869, and Sidney Marland's report to the United States Congress in 1972, each chapter represents the life and work of a key figure in the development of the field. While the historical record of gifted education has previously been limited, A Century of Contributions to Gifted Education explores the lives of individuals who made fundamental contributions in the areas of eminence, intelligence, creativity, advocacy, policy, and curriculum. Drawing heavily on archival research and primary source documentation, expert contributors highlight the major philosophical, theoretical, and pedagogical developments in gifted education over the course of a century, providing both lively biography and scholarly analysis.

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