

from Robert W. Rieber (Ed.). (2012).
*Encyclopedia of the History of
 Psychological Theories*
 New York: Springer.
 1228 pages in 2 volumes
 ISBN 978-1-4419-0425-6
www.springer.com/psychology/book/978-1-4419-0463-8

Anastasi, Anne

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Anastasi, Anne (December 19, 1908–May 4, 2001) was known internationally as a pioneering psychologist, psychometrician, author, teacher, consultant and, in 1987, the first psychologist to receive the US National Medal of Science in Psychology.

Anne Anastasi was the only child born to first-generation Italian-American parents – Anthony and Theresa (Gaudiosi) Anastasi – in Bronx, New York, in 1908. Anthony died when Anne was 1 year old, and her single mother's family home-schooled Anne. A gifted student, Anne entered Columbia University at age 16, completing her B.A. with honors in 1928 at age 19, and her Ph.D. in 1930 at age 21. Her initial goal was mathematics, but she was inspired to shift into psychology in Columbia, and combine these two fields for the remainder of her career, summarized in Table 1.

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Even among other legendary psychologists, Anne's career stood out in several ways. (1) *Longevity*. From 1930 to 2001, Anne's long career of 71 years spanned over half of the 130-year history of psychology itself. (2) *Breadth*. Despite growing specialization, no psychologist exhibited a broader ken, which seemed to span all of the many specialties within psychology. Throughout her three classic *magnum opi* – *Differential Psychology* (three editions), *Psychological Testing* (seven editions), and *Fields of Applied Psychology* (two editions) – readers could not help but be impressed by her flawless knowledge of all of her field. (3) *Diversity*. No one psychologist has occupied more diverse roles within psychology – teacher, researcher, mentor, administrator, and consultant. She taught for 49 years – from 1930 to 1979. She was a prolific scientist and author of over 200 award-winning books, monographs, articles, and other publications. Her leadership of many groups included the Presidency of the American Psychological Association in 1972. As an expert consultant to the Educational Testing Service and similar groups, she was one of the architects who shaped educational testing in the Twentieth Century, making the USA the world leader in this area. (4) *Cross-cultural*. As far back as the first edition of her tome *Differential Psychology* in 1937, Anne was a prescient champion of cross-cultural psychology long before diversity became a central value within psychology. At the same time her own work on psychological testing was translated into a dozen languages worldwide, even in nations like Russia and Iran where western tests were suspect. (5) *New York*. Anne was a petit woman whose long life of 91 years was lived entirely in a 12-mile radius within New York City – at Barnard (1930–1939), Queens College (1939–1947), and Fordham (1947–2001). Meanwhile, few psychologists were more widely known worldwide, and so many overseas psychologists visiting the USA made a pilgrimage to the Bronx for an audience with Anne that some psychologists dubbed her university “Anastasi U.” (6) *Love of students*. After radiation therapy for ovarian cancer left Anne infertile in her 20s, she explained to colleagues how this led her to focus totally on psychology, and regard her students as children. Years before Anne's death, she carefully established the Anne Anastasi Foundation, to ensure her multimillion-dollar estate would directly benefit

Anastasi, Anne. Table 1 Anne Anastasi (1908–2001)

1908, Dec 19: Born in Bronx, NY, home-schooled by her mother Theresa, a widow	
1928: BA with honors, Barnard College, age 19	
1929: Attends the 9th International Congress, Yale	
1930: Ph.D., with Henry Garrett, Columbia, age 21	
1930–1939: Taught at Barnard	
1933: Married John Porter Foley, I-O psychologist	
1934: Survived radium therapy for cervical cancer	
1937: Debut #1: <i>Differential Psychology</i> (three editions)	
1939–1947: Chair of psychology, Queens College	
1946: President, Eastern Psychological Association	
1947–1979: Professor of psychology, Fordham	
1954: Debut #2: <i>Psychological testing</i> (seven editions)	
1956: President, APA Division of General Psychology	
1964: Debut #3: <i>Fields of Applied Psychology</i> (two editions)	
1965: President, APA Division of Testing	
1972: President, American Psychological Association	
1977: ETS Award, Disting. Svc. to Measurement	
1979: Honorary D.Sc., Fordham (1 of 5)	
1981: Award, APA Distinguished Scientific Contr	
1984: Award, APF Gold Medal	
1987: Award, the first National Medal of Science for psychology, from President Reagan	

1996: Final seventh edition of *Psychological Testing*, with Susana Urbina, immediately in nine languages

2001, May 4: Passes away at home, 121 E. 38 St., NYC

Photo Caption: In 1988 in New York City, a Russian psychology team headed by B.F. Lomov visited Anne Anastasi (center)



At the US White House in 1987, Anne Anastasi received the first National Medal of Science in Psychology from fellow septuagenarian Ronald Reagan



students of psychology, and she hand-picked her life-long friend Jonathan Galente to head her Foundation. To mark her centennial in 2008, Galente collaborated with APA to launch the Anne Anastasi Award to recognize outstanding graduate students in psychology.

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Angell, James Rowland

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Basic Biographical Information

Angell, known for his exposition and advocacy of psychological functionalism as opposed to the structuralism of Edward Bradford Titchener (1867–1927), was born in Burlington, Vermont, on May 8, 1869, and died on March 4, 1949, in Camden, Connecticut. That he chose an academic career – 27 years as a teacher and a researcher and 17 years as an educational administrator – that culminated in his election to the presidency of Yale University seems not surprising, for his father James Burrill Angell (1829–1916) served as president of the University of Vermont and then the University of Michigan, and his maternal grandfather Alexis Caswell (1799–1877) served as president of Brown University.

Like others of his era, Angell “had come up to psychology through philosophical channels” (Angell 1930, p. 23), for he began his study when the separation of psychology as a scientific discipline separate from and distinct from philosophy was well underway, but not yet complete. He began his university studies at the University of Michigan where during his second year he

studied logic and psychology. The study of psychology based on John Dewey’s (1859–1952) recently published text (most likely Dewey’s *Psychology* published by Harper & Bros., 1887) “opened up a new world” for him. Besides work in the usual branches of philosophy – ethics, aesthetics, and metaphysics – he took Dewey’s course on Hegel’s (1770–1831) logic and James H. Tufts (1863–1942) course on the history of philosophy. He took Dewey’s advice and remained at Michigan to earn a master’s degree in 1891. As a graduate student, he took Dewey’s seminar devoted to William James’ (1842–1910) newly published *Principles of Psychology*, a work that “unquestionably affected [his] thinking for the next 20 years more profoundly than any other” (Angell 1930, 5). He then again took Dewey’s advice and enrolled in the Graduate School at Harvard where his studies were divided between work under James and Josiah Royce (1885–1916). With Royce he took a seminar on Kant (1724–1824). With James he took a seminar devoted to abnormal psychology and worked in the laboratory that James had established, the laboratory that Hugh Münsterberg (1863–1916) made famous.

After his year at Harvard, Angell had an interest in studying abroad in Wilhelm Wundt’s (1832–1920) laboratory at Leipzig and with Münsterberg at Freiburg. However, Münsterberg was then on his way to Harvard, and there were no places available in Wundt’s laboratory. He then went on to Berlin for a semester and then to Halle where he completed a thesis on how Immanuel Kant (1724–1824) treated freedom in his *Critique of Pure Reason* and his *Critique of Practical Reason*. His thesis was conditionally accepted. The authorities wanted it presented into more acceptable German. However, rather than rewriting his thesis, he accepted a position as an instructor of psychology and philosophy at the University of Minnesota. There he taught elementary psychology, metaphysical ideas, laboratory methods, and organized the psychological laboratory. His tenure at Minnesota was brief, for he accepted an invitation to join Tufts and George Herbert Mead (1863–1931) at the University of Chicago where Dewey had just become chair of the department that included philosophy, psychology, and pedagogy. He was appointed as an assistant professor in charge of the psychology courses and the psychological laboratory for which he had an assistant.