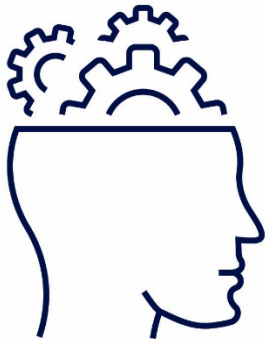


Museum Guide for Educators



**NATIONAL MUSEUM
OF PSYCHOLOGY**

THE UNIVERSITY OF AKRON

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About the Museum

Overview

The National Museum of Psychology presents the history of psychology as a profession, an agent of social change, and a science from the 1800s to the present. The Museum encourages visitors to view psychology as a lens for exploring what makes us human.

Hours:

- Tuesday, Thursday, Friday, & Saturday: 11 a.m. to 4 p.m
- Wednesday: 1 p.m. to 8 p.m.
- Closed Sunday, Monday, and all major holidays

Admission:

- \$10 - Adults
- \$5 - College ID & Children (under 18)
- \$20 - Family
- \$5/person - Groups of 10+
- \$3/person - [Museums for All](#) program (click for details)
- Free - University of Akron students, staff, & faculty (with valid ID)
- Free - with a military ID card or veteran ID card

Contact Information

- Telephone: 330-972-5457
- Email: ahap@uakron.edu
- Location: Cummings Center for the History of Psychology, The University of Akron, 73 S. College Street, Akron, Ohio, 44325-4302 (corner of College and Mill Streets).

Parking: Visitors parking is on the UA campus in [Lot 30](#), at the corner of College and Market Streets. Buses may park in the upper annex level of Lot 30. Passes are not required. Parking is free during NMP business hours.

Group Visits: Groups of 20+ must contact us to request a visit time.

Guidelines and Recommendations

1. We recommend 1.5 to 2 hours onsite to experience the Museum.
2. The Museum is self-guided.
3. No food or drink allowed in the Museum.
4. Photography is allowed.
5. We recommend no more than 50 visitors at a time in the Museum.

Outline of Exhibits

A. Psychology is All Around Us

Purpose: To encourage visitors to consider psychology as a part of our everyday lives. It is all around us every day, often in places we would not consider.

Contents: Four digital screens show four images most visitors will recognize: Wonder Woman, football players, cellphones, and Coca Cola. Text explains how each of these things is somehow tied to the history of psychology.

B. Psychology as a Profession

Purpose: To present the history of psychology as a profession. Psychologists work as mental health practitioners and consultants in a variety of settings such as industry, schools, and the military. This section focuses on the role psychologists take as professionals in these different kinds of sectors.

Contents:

a. Mental health and illness

The identification and treatment of mental illness is the most recognized role of professional psychologists. Prior to psychology's involvement, mental illness was viewed as a defect of character, a supernatural phenomenon, or the result of a medical illness. Over the last three centuries, our understanding of mental health and illness and its treatment has undergone tremendous change.

A timeline traces the history of diagnosis and treatment of mental illness from the 1700s to the 1980s. Includes information on asylums; forms of treatment including restraint, electroshock, psychosurgery, psychotropic drugs, and talk therapy; descriptions of social events and legislation that impacted treatment.

A replica of Sigmund Freud's office explores the history of Freudian psychoanalysis and its impact on therapy.

A large television screen shows clips from popular television shows and movies that portray psychotherapy, encouraging reflection on public perceptions of therapy.

b. Intelligence testing

Responding to a growing social need to classify and categorize mental abilities, psychologists began to define and measure intelligence. From the early 1900s to the present day, it is a topic that has been intensely studied and debated.

Intelligence testing is described in the following contexts: World War I and the development of the Army Alpha and Army Beta intelligence tests; Henry Herbert Goddard's development of the Simon-Binet test and its use testing immigrants at Ellis

Island; Lewis Terman's use of the Intelligence Quotient and his study of giftedness; and controversies about the genetic versus environmental bases of intelligence.

This section includes interactive opportunities. Visitors can take the Knox Cube Imitation Test, the Moron Test, and sections of the Army Alpha.

c. Psychology in industry

For more than a century, psychologists have been working in business and industry, studying methods of improving sales, boosting efficiency, decreasing unemployment, choosing the right worker for the right job, and increasing worker productivity and satisfaction.

Visitors learn about Elsie Bregman and the testing and classification of Macy's employees in the 1920s; Donald Paterson and the study of vocational choice and adjustment during the Great Depression; Harry Hollingworth and the study of handgun advertising; Lillian Gilbreth, the first psychologist to be featured on a U.S. postal stamp; and Daniel Starch and Herbert Langfeld's marketing research for Lever Brothers soap.

This section includes interactive opportunities. Visitors can take Bregman's test for Macy's employees, as well as Paterson's Assembly Test.

C. Psychology as an Agent of Social Change

Purpose: To explore how psychologists have used their research to examine pressing social issues and to create social change.

Contents:

a. Kenneth and Mamie Phipps Clark and Brown v. Board of Education

Exhibit describes the Clarks' work on racial identity and how it was used by the Supreme Court. Includes segment of film *A Girl Like Me* (available on [YouTube](#))

b. Albert Bandura and imitation of aggression

Exhibit describes Bandura's studies and points out the use of the findings in regulating television violence in the 1960s and 1970s. Includes film footage of the study.

c. Psychology and gender

This exhibit examines the work of Leta Stetter Hollingworth (1886-1939) and Helen Thompson Woolley (1874-1947). Hollingworth's dissertation examined the *periodic function*, the commonly accepted idea that women were unable to function at full capacity when they were menstruating. Woolley was one of the first women to receive a PhD in psychology. Her research disputed the idea that men were psychologically superior to women.

d. Psychology and homosexuality

This exhibit explores the work of Evelyn Hooker and how her research with gay men influenced the removal of homosexuality as a disorder from the Diagnostic and Statistical Manual of Mental Disorders. Includes a display of the different versions of the DSM, including the first one issued in 1952.

e. The Stanford Prison Experiment

This exhibit outlines Philip Zimbardo's 1971 Stanford Prison Experiment, where college students took on the roles of either guard or prisoner in a mock prison on the Stanford University Campus. The Stanford Prison Experiment is one of the most well-known social psychology experiments of the 20th century. Zimbardo argued that it demonstrates the power of situational factors in determining behavior. It has been used to make sense of real world events such as the abuse of detainees at Abu Ghraib prison in Iraq.

The exhibit includes clothing and props used in the study, along with correspondence, handwritten documents, and video footage.

f. Stanley Milgram's obedience studies

This exhibit explores Stanley Milgram's 1961 studies of obedience, where participants believed they were delivering electrical shocks to a "learner" in a teaching experiment. Milgram believed his work helped us to understand the atrocities of the Holocaust.

The exhibit includes video footage, the original simulated shock generator used by Milgram, and along with an interactive experience, where visitors can take part in a simulation of Milgram's study.

D. Psychology as a Science

Purpose: To introduce visitors to the history of psychology as a science, beginning with the creation of the first psychology laboratories in the late 1800s, and expanding into studies of sensation and perception, the brain, and animal learning and behavior in the twentieth century.

Contents:

a. The origins of early laboratory psychology

In the late 1800s and early 1900s, the first laboratories of psychology were developed in Germany and the United States. By 1900, there were 41 psychology laboratories in the United States.

This section of the Museum includes a large display of instruments and apparatus commonly used in early twentieth century psychology laboratories, such as kymographs, chronoscopes, and tuning forks.

The study of individual differences was central to early laboratory psychology. In 1921, psychologists at Columbia University used this area of research to figure out what made one of the greatest baseball players of all time—Babe Ruth—different from everyone else. In this section, visitors can take classic psychology laboratory tests (e.g., reaction time, memory) and compare their results to those of Babe Ruth.

b. The sensing and perceiving mind

This section explores how we take information in through the senses and make meaningful experiences out of it. This includes an examination of sensation, perception, illusions, and the science of the brain.

i. Visual illusions and cognitive processing

Visitors view classic illusions and take a Stroop test, competing with a partner.

ii. The visual cliff

Visitors learn about Eleanor Gibson's 1950s work on the visual cliff, view video footage from the studies, and walk on a simulated visual cliff.

iii. The altered brain.

Visitors examine historical research on the effects of alcohol and cannabis on thinking and behavior.

iv. The split brain

Visitors learn about Roger's Sperry's 1960s research on the functioning and coordination of the left and right hemispheres of the brain and view the Nobel Prize he won for that research.

v. Phrenology

Visitors explore the history of phrenology, a nineteenth-century pseudoscience that explored personality through an examination of the bumps and indentations on the skull.

c. The science of animal learning, language, and behavior

Animal language, cognition, emotion, and behavior have fascinated psychologists since the 1800s. This section explores this area of study.

i. B. F. Skinner and behaviorism

In the 1930s, psychologist B. F. Skinner demonstrated the importance of rewards in shaping behavior. His research showed that behaviors that are rewarded are more likely to be repeated.

ii. *The IQ Zoo*

Marian Breland Bailey and Keller Breland were the husband-and-wife team behind the first commercial application of operant conditioning. In 1950, the Brelands opened a tourist attraction based on their animal acts: The IQ Zoo. Visitors can see “The Educated Hen,” an original operant conditioning chamber that also acted as a vending machine for zoo visitors.

iii. *Development in chimpanzees*

Psychologists have raised chimpanzees in their own homes, raised them alongside their own human children, and tried to teach them spoken language and sign language. This section outlines studies done with two chimpanzees: Viki (1940) and Gua (1931). Visitors can read about these studies and watch film footage of Viki and Gua.

E. Exploring What it Means to Be Human

Purpose: This final area of the Museum explores common myths about human cognition, emotion, and behavior and also invites visitors to reflect on what they learned in the museum by asking them, “What makes us human?”

Contents:

a. *Common myths*

The following common beliefs are contradicted by psychological research: multitasking is effective, memory is accurate like a camera, physical punishment is an effective way of changing children’s behavior, people learn best when taught according to their personal learning style.

This section includes two interactives. First, visitors can test their ability to multitask on an interactive screen. Second, visitors can test the accuracy of their memory.

b. *What makes us human?*

This section invites visitors to contemplate the question “what makes us human” and to post their response for other visitors to see.

Activities

1. Scavenger Hunt (high school, college; onsite)

Area: All exhibits

As you explore the Museum, complete this scavenger hunt.

*(see page 11 or [digital version](#))

2. Biography in the history of psychology (high-school, college; onsite and before OR after visit)

Area: All exhibits

The following people are highlighted in the National Museum of Psychology.

- Dorothea Dix (*Area: Psychology as a Profession*)
- Walter Freeman (*Area: Psychology as a Profession*)
- Kenneth Clark (*Area: Psychology as an Agent of Social Change*)
- Mamie Phipps Clark (*Area: Psychology as an Agent of Social Change*)
- Albert Bandura (*Area: Psychology as an Agent of Social Change*)
- Philip Zimbardo (*Area: Psychology as an Agent of Social Change*)
- Stanley Milgram (*Area: Psychology as an Agent of Social Change*)
- Helen Woolley Thompson (*Area: Psychology as an Agent of Social Change*)
- Leta Stetter Hollingworth (*Area: Psychology as an Agent of Social Change*)
- Evelyn Hooker (*Area: Psychology as an Agent of Social Change*)
- Roger Sperry (*Area: Psychology as a Science*)
- B. F. Skinner (*Area: Psychology as a Science*)

Before visit: Choose one of these people. Do some internet research, and describe their life and career.

Onsite and after the visit: What information was included in the exhibit about them? What information would you include if you created a museum exhibit about them?

3. Letter project (college, high school; after visit)

Area: All exhibits

Write a letter to a friend or family member describing your visit to the National Museum of Psychology. Describe the exhibits. Which exhibit were you most interested in? What surprising things did you learn? What do you think the person you are writing to would like about the Museum?

4. Psychology is all around us (high school, college; onsite and after visit)

Area A: Psychology is all around us

Visit the large screens at the entry to the Museum. Choose one of the four rotating stories: Wonder Woman, Coca Cola, Football, or Cell Phones. Do some internet

searching to find out more about the story you chose. Describe what you found in writing or in a group discussion.

5. Pop Culture and Mental Health and Illness (college, high school; before, onsite, or after visit)

Area B: Psychology as a Profession

Onsite and after: Visit the Psychology in Popular Culture television display. Can you think of a time when you have seen mental illness, mental health, or treatment characterized in popular culture (e.g., tv, movies, books, or music)? Describe this portrayal. Does it seem accurate? Include what you learned about the history of mental health and illness in the Museum in your discussion.

Note: Could be done prior to visit. Instructor could show students an example of mental illness or therapy as portrayed on television and ask them to think of other examples. Once students are onsite, they could do this same thinking exercise with the videos in the exhibit

6. Intelligence Testing (high school, college; before, onsite, and after visit)

Area B: Psychology as a profession

Before visit: Ask students, “What is intelligence? If you had to write a definition of intelligence, what would it be? What kind of test would you use to figure out if someone is intelligent? What kinds of questions would be on it?”

Onsite: Visit the exhibit on intelligence testing.

After visit: Have a group discussion or writing assignment, asking students, “Do you think the tests you tried in the museum (Army test, Knox Cube test, Moron test) were good measures of intelligence? Why or why not?”

7. Instruments project (college; onsite and after visit)

Area D: Psychology as a Science

Choose one instrument in the large case located in the area “Psychology as a Science.” Do some internet searching to find out more about it. What is it? When was it used? Can you find an example of a study where it was used?

8. Women and Psychology (high-school, college; onsite and after visit)

Area C: Psychology as an agent of social change

Onsite: Visit the exhibit on the lives and work of Helen Thompson Woolley and Leta Stetter Hollingworth.

After visit: Visit the website [Psychology’s Feminist Voices](#). Browse the website or use the search function to find another female psychologist that interests you. Write a short paragraph describing her life and work. Why did you choose this person? What did you find interesting about her? What were her major contributions and achievements?

9. What Makes Us Human? (high school, college; onsite and after the visit)

Area E: What makes us human?

Onsite: Examine the “what makes us human” board at the end of the Museum. Add your own response to the board. Find two other responses on the board that you found interesting.

After visit:

Writing assignment: Write a short reflection paper on your response and these two other responses. Explain your own answer and discuss what you found interesting about the other two responses.

Group discussion: Get together with your group and share each of your responses to “what makes us human.” Discuss why you chose that response and the other responses on the board you found interesting.



NATIONAL MUSEUM OF PSYCHOLOGY

THE UNIVERSITY OF AKRON

at the Drs. Nicholas and Dorothy Cummings
Center for the History of Psychology

National Museum of Psychology Scavenger Hunt

1. Match each person with an event that corresponds to him or her by placing an X in the appropriate box next to his or her name.

	Performed first lobotomy	Published "Interpretation of Dreams" in 1899	Advocated for improved care for the mentally ill	Coined the term "art therapy"	Performed the first lobotomy in the United States
Adrian Hill					
Walter Freeman					
Sigmund Freud					
Antonio Egaz Moniz					
Dorothea Dix					

2. Which psychologist won a Nobel Prize and in which category?

3. For which national department store did Elsie O. Bregman work? What was the point of her research?

4. How many Americans have had at least one major depressive episode in the past year? Place an X next to the appropriate number.

	10 million
	16 million
	43 million
	58 million

5. What was the Feeble-Minded Club?

6. According to research done by Herbert Langfeld and Daniel Starch, why was white soap “overwhelmingly” the first choice for most of their research participants?

7. Why were certain state mental hospitals known as Kirkbride Asylums?

8. What is phrenology?

9. Which psychologists were the first to have their research cited in a United State Supreme Court case?

10. How many Americans live with anxiety disorders? Place an X next to the appropriate number.

<input type="checkbox"/>	21 million
<input type="checkbox"/>	32 million
<input type="checkbox"/>	43 million
<input type="checkbox"/>	56 million

11. At which psychological laboratory did Babe Ruth complete a series of psychological tests? What did the tests measure?

12. Which kinds of advertisements did Harry Hollingworth find most effective for women gun buyers?

13. What 4 words did Viki the chimp learn to speak? Could Gua speak?

14. The National Museum of Psychology is organized into three major sections: Psychology as a Profession, Psychology as an Agent of Social Change, and Psychology as a Science. In which section were you most interested and why?