

## SUMMARIES IN ENGLISH

*Birger Hjørland: From the History of Danish Psychology*

The author's interest in the history of Danish psychology is connected to an interest in studies in the sociology of knowledge and domain studies, which can illuminate how disciplinary knowledge resources can be studied and communicated. The article describes issues related to the geography and growth of psychology, the different approaches to psychology, and the question about how the production of knowledge can be evaluated, including the use of bibliometric methods.

Followed by *Birger Hjørland: Timetable*

*Stig Dankert Hjort: The psychology tradition of the philosophers*

In two main parts the paper gives a historical and theoretical review of the Danish philosophical-psychological tradition that – closely related to the demands of an entrance examination in the basic philosophical knowledge, »filosofikum« – existed at the Danish universities in the period 1675-1971. Under the leadership of the professors in philosophy this tradition had a great influence on the birth and development of modern psychology in Denmark. In part one we will follow the philosophical-psychological tradition – closely related to the birth of the existential thoughts in Danish philosophy – until the year 1882. In this year the professor in philosophy, Harald Høffding, published a highly, international recognised book on psychology. In part two we will follow the tradition from Harald Høffding and his influence – closely related to the ideas of a descriptive, empirical founded psychology – until the last influential book in the tradition is written in the years between 1941 and 1945 by professor in philosophy, Jørgen Jørgensen. Finally, we will take a look at the development of modern psychology seen in its relation to the philosophical tradition.

*Bjarne Sode Funch: The Establishment of Psychology in Denmark*

Danish psychology was founded as an independent academic discipline in 1886 when Alfred Lehmann established his first psychophysical laboratory in Copenhagen. Lehmann, who had been studying experimental principles under Wilhelm Wundt in Leipzig, represented the new psychophysical psychology, and the founding of an independent laboratory was a break with the philosophical tradition where psychology was subsumed until then. Lehmann was an enterprising and versatile researcher and although his scientific results are primarily of historical interest today, there is no doubt about the importance of his role in establishing psychology as an independent academic discipline, as well as the practical application of psychology within the Danish society.

*Erik Schultz: Person Perception as to the Copenhagen Phenomenological School of Psychology*

The article commence with a presentation of central issues in Husserl's phenomenological philosophy and methodology. From this viewpoint Franz From's investigation on social perception is treated. An important difference between Husserl's and From's philosophical positions is pointed out, even though From's method to a certain point may be called a phenomenological method. Husserl considered the phenomenological

method to be a way that would bring us into a deeper contact with the ontological, real world, whereas From saw a phenomenological investigation as a first step toward reality. In 1988 I published the results of an investigation that in many ways repeated From's investigation. The difference between the two investigations is, nevertheless, to be found in the subject matter. I collected reports from observers looking at real behaviour, presented to them on a film-shot, whereas From collected reports from observers looking at instructed meaningless acting, likewise presented on a film-shot. From a discussion emerging because of this difference, the article tries to find the kind of phenomena that are suited for phenomenological investigations, and discriminate these phenomena from the kind, where phenomenological investigations seems to be meaningless endeavours.

*Benny Karpatschof: From Phenomenology Debate to Student Revolt – a reevaluation of the Copenhagen Phenomenology 30 years after*

The article outlines the historical background for the student revolt of April 1968, and in particular the so-called Phenomenology Debate in the period up to the revolt is located as a crucial precursor. The two parts of the debate is characterised and the result of the debate for the subsequent development of Danish Psychology is described. The article is concluded in a reevaluation of the Copenhagen Phenomenology as well as its critics and in a proposal for a reintroduction of a psychological Phenomenology on the basis of an ontological realism.

*Reimer Jensen: Keypoints in the Development of Danish Psychology in the Years 1940-2000.*

Psychology in Denmark has developed very much during the period of time from 1940 to the year 2000. Only few students studied the subject before 1940 but it became obvious that psychology could be used to solve some of the problems, we were confronted with especially within the school system where a differentiation of teaching was needed eventually in special classes or schools to help children with learning difficulties or handicaps. Also in other areas of the society we were exposed to problems which could be attacked from a psychological point of view.

A new study (cand.psych.) was introduced at the University of Copenhagen in 1944 and the first group of candidates were graduated in 1947 after 3 years. This was the first keypoint in the development of psychology in Denmark at that time.

The second one was the establishment of the Danish Psychological Association. We felt that Danish psychologists missed an organisation, and right after the examination of the last student in June 1947 we came together at a meeting where a prepared draft for a constitution for the new association was passed. All psychologists in Denmark with an academic degree became members of the new association. We were about 50. Today we are 100 times more than that.

The third milestone was the legitimation of psychologists not just in Denmark but in all the Nordic countries. At a joint meeting of all these countries it was decided to ask the governments to prepare this legislation. A committee was set up in Denmark in 1962 and proposed a law for legitimation of psychologists, but some members of The Danish Psychological Association felt, that a legitimation was not necessary when we had our academic degree and as the new law would encompass candidates from a new study (cand.pæd.psyk) from Lærerhøjskolen (The Royal Danish School of Educational Studies). A General Assembly in Danish Psychological Association forbid their members to apply for the new legitimation and the law was filed in the Ministry of Interior for quite a few years. However, in 1994 the psychologists in Denmark had their legitimation.

A last milestone in the development of Psychology in Denmark was passed when psychologists could open their own practice and their clients could obtain financial help from the National Health Care system, but it took some time before psychologists were accepted as members at many different departments at hospitals all over Denmark.

*Inger Bernth: A Personal View on the Developmental Psychology*

A review of developmental psychology in Copenhagen from 1894 to year 2000. With a brief reference to international trend examples from the literature and personal experiences illustrate how psychology of childhood and adolescence was turned into developmental psychology. Also how the orientation for more than 50 years was educational while medical doctors were responsible for the clinical aspects. A biological-psychological-cultural approach where the child is not hidden by the shadow of theory is recommended.

*Sten Hegeler: The sex organs are placed between the ears*

Once a tourist was walking around the island of Læsø at night feeling bored. Then he met an elderly lady and asked her, »What is the nightlife like on this island?«. She looked at him roguishly and said, »What damn luck you have got. It's ME!«. When I was called up and asked to say something about Psychological Sexology in Denmark, I had the same thought, »What damn luck. That's ME!«. It may sound somewhat self-conceited, but the most important thing is, however, more tragic: Sexology is also in a poor way within the psychological study.

*Alice Theilgaard: Glimpses from the History of O – seen from a Psychological Perspective*

A personal account of the development through 40 years of clinical psychology at the University Clinic of Psychiatry in Copenhagen (O-ward) dealing with the change in research traditions, in the focus of clinical work, in interdisciplinary cooperation and in patient-status. A brief presentation of the psychologists and psychiatrists who marked the developments is included.

*Ole Almstrup: The Child Guidance Clinic of University of Copenhagen*

The backgrounds for establishing The Child Guidance Clinic of University of Copenhagen in 1950 inspired by the American Child Guidance movement are described. Developments in the clinic up to the establishment of Institute of Clinical Psychology in 1968 coloured by the author's personal recollections from his two years post graduate clinical internship. The significance of the university-clinic for the establishment of Danish clinical child psychology is mentioned.

*Karen Vibeke Mortensen: Something about the Development of Clinical Child Psychology in Denmark*

It is regretted that clinical child psychology always has been offered less attention than clinical psychology for adults. With her own work experiences as starting point, the author describes parts of the development of three areas of clinical child psychology in Denmark: clinical psychology in the schools, in adolescent psychiatry, and in child guidance clinics. The concept of clinical (child)psychologist is discussed and the work conditions or education necessary to obtain it. The three work areas are shortly com-

pared, and wishes are stated for more precise and differentiated treatment possibilities for children in the future.

*Ole Andkjær Olsen: The Psychoanalytic Societies in Denmark*

The article deals with the most important of the psychoanalytic societies, which have existed in Denmark from around 1930 and up to the present time. There have been two main directions in Danish psychoanalysis, a direction having emerged more or less spontaneously inside the cultural left movement and which later on had its second prime in connection with the student revolt, and a direction implanted from the outside as a direct derivative from The International Psychoanalytical Association. The first direction has had its force in its social engagement and in the application of psychoanalysis to a long series of fields, but it has had difficulties in establishing a proper therapeutic practice. The second direction has tried to observe the instructions from the international association, but in return has had difficulties in adapting to the specific Danish cultural basis. Therefore its impact has been small until the latest decades.

*Gudrun Bodin: The Pioneers in Danish Psychoanalytic Society*

Danish Psychoanalytic Society was founded 1957 by Nils Nielsen, Thorkil Vanggaard and Erik Bjerg Hansen. The paper has as a starting point, the publications by the three founders, and they show that all three were classical psychoanalysts, however, that the group never managed to organise a training. Mentally Vanggaard seemed to have functioned in the phallic-narcissistic position, and due to this fact he was incapable of transmitting psychoanalysis in such a way that it made to the interest growing. The other two, seemed to have been better to function in a psychoanalytical position, and thus they contributed to starting the organisation of the psychoanalytical training. Still, they were unable to prevent Vanggaard to give 'psychotherapy ad modum Vanggaard' for being psychoanalysis, and therefore the development of clinical psychoanalysis was delayed in Denmark.

*Hanne Hostrup: Gestalt Therapy in Denmark*

There is some confusion about, what gestalt therapy really is. This is due to the development gestalt therapy has gone through since its arrival in Denmark around 1971. This led to formation of three kinds of gestalt therapies, »technique-gestalt therapy«, »support-gestalt therapy« and gestalt therapy. The first two forms of gestalt therapy cannot be considered psychotherapies, as they have lost connection to some of the basic ideas in gestalt therapy. In this article the development of gestalt therapy in Denmark is described, and it is pointed out how the american »import« of gestalt therapy has led to danish misunderstandings. Next the basic ideas in the modern danish gestalt therapy are described and culturel aspects in these ideas are pointed out, as these are important to pay attention to when gestalt therapy is practiced in a (european) society, which in crucial ways differentiates from its »native« country USA.

*Jørgen Hunsdahl: Crossroads in Danish psychology. A few historic examples from the area of educational psychology*

The establishments of chairs of psychology at universities and graduate schools in Denmark are described. Some consequences are discussed. Democratization in education and teacher roles are shortly described. Danish phenomenology and personal experiences are mentioned. More questions are raised than answers given.

*Anders Damsager: Psychology as a subject at the upper secondary levels*

The article gives an account of the development psychology has gone through as a subject at the upper secondary levels, since the subject was introduced through the foundation of The Higher Preparatory Examination Course in 1967. From the very beginning, the subject benefited from great popularity among the participants, although for many years there were problems obtaining accept as a significant upper secondary subject, both amongst politicians, teachers of other secondary level subjects, and even amongst psychologists. Thus not until 1979 – under protest from The Association of Danish Psychologists – was an actual education of teachers of psychology established, and hence a number of upper secondary school reforms were to take place, until as late as in 1993, political consensus led to the introduction of psychology as a subject at the upper secondary school. But since then, psychology has consolidated its position both as a central general education and a preliminary subject at upper secondary schools.

*Birger Steen Nielsen: Marxism and Psychology. Looking Back in an Actual Perspective*

The article describes how the marxist critique in the early years of the students' movement led to new orientations, also within psychology. Among the many different positions, one important dividing line was that between those who – inspired by soviet marxist traditions – wanted to build up a marxist psychology, and those who – in the line of critical theory – took inspiration from psychoanalysis, including the recognition of an »inner nature«. An impact of the retraditionalisation of the students' movement, however, was the break down of critique. Also for psychology this had consequences. The themes inspired by the meeting between marxism and psychoanalysis were not cultivated and developed, but left behind. So, today constructivism and (new)biologism stand unmediated side by side – and dealing with the unconscious is again reduced and neutralised, being regarded solely as a therapeutic matter. The inspiration from critical theory, however, is not used up, it still makes up an unfulfilled program.

*Helle Andersen & Sven Mørch: The worlds of Social Psychology*

The discipline of Social Psychology has developed as the science of individualization. And individualization has been analyzed in its contradiction between social integration and personal development. This challenge of individualization has become, if possible, more demanding today. It has become the challenge of late modernization or of modernity. Before, the challenge of individualization was the central social process in socialization and the educational systems. Today, it seems as if an individualized based »societalization« has become the challenge. Today, the individual has become the actor or the subject of society, and the challenge therefore to ensure further social development. In this article focus is on the modernity individualization perspectives, and it is shown that social psychology has to focus a double challenge: At the one hand the disintegration of institutions and social structures require the establishing of new routines and institutions and at the other hand the centrality of the individual requires a development of »individual capital« as means for coping with the challenges of modernization.