right you are. So should I start now as if I was delivering the whole thing and I'll start with the present date; right? The date, at the moment, is the third of June nineteen hundred and fifty-nine. It's a lovely bright, sunny, warm afternoon and I think that I would a great deal sooner be watching the University cricket match at Fenner's against Middlesex. Cricket has been for many years one of my principal interests, and from some knowledge of cricket I think that I have gained a great deal that has been a great use in connection with both teaching and my thinking, especially in the fields of skill. However, that's not what I'm here for this afternoon.

On the fourth of March nineteen hundred and fifty-two I made a farewell speech to the Cambridge Psychological Society in which I tried to say something about the interesting events which had happened during the 20 years or so while I was a professor in Cambridge. As a sort of conclusion of my remarks on that occasion I tried to sum up what I consider to be the basic requirements for the scientific development of psychology and, because I believed then and continue to believe that to separate psychology from the psychologist is an entirely artificial procedure, to say what sort of a person I consider a good psychologist must be. Now the remarks that I made on that occasion have never been published or given any kind of broadcast status, and I don't think it's very likely they will be published in any other way than this one, but at any rate this is what I tried then to say.

One. There never has been and there never will be a good psychologist who has not got a number of lively interests outside of psychology itself. Or who fails to connect his psychological research and reflection with these other interests. Similarly there never has been and there never will be a good scientific psychologist who has not got at least some specialised training outside of psychology.

Two. The first requirement is loyalty to evidence. The evidence may be sought in unprepared situations after the manner of a great many clinicians and of many social psychologists or in technical, technologically prepared situations or it may be sought in experimentally prepared situations. So long as the scientific psychologist looks straight at what he can find and is as honest about it as he can be, I do not think it matters very much where he starts, but wherever he starts he must be prepared at some stage to make the transfer to the other cases. The man who starts with the unprepared situations must, on occasion, move over to the technologically prepared situation, especially if he becomes interested in real-life problems, and he must also be prepared to move over to the experimentally prepared situations if he wishes to be able to establish anything well founded in the way of his results from thinking.

Three. In a training period I continue to believe that the best start is with the experimentally prepared situation. Principally because it is in this that it is easiest to illustrate controlled variability, but there is no compelling reason why all experiments should be shaped to the
special issue

Sir Frederic Charles Bartlett

1886 was a momentous year for psychology because it was the year that the *Encyclopaedia Britannica* allowed James Ward to define our subject as a distinct scientific discipline. It was also the year that Frederic Bartlett was born. He later cited Ward’s famous article *Psychology* as a major influence upon his decision to study the subject (Bartlett, 1961). Bartlett graduated BA in Philosophy in 1909, MA in 1911, was made a fellow of St John’s College, Cambridge in 1917 and in 1922 became the director of the Psychological Laboratory in Cambridge.

In 1931 Frederic Bartlett was awarded the first chair in Psychology at Cambridge University. He was nominated as a fellow of the Royal Society in 1932, but more importantly he also published his highly influential book *Remembering* that year. This book revolutionised our understanding of how people recall memories. No longer do the majority of psychologists believe that remembering is a consultative process that retrieves facts from an immutable record. Bartlett showed us that memory involves, at least to some degree, a reconstruction of events (Richards, 2010).

Bartlett was prolifically productive. His published work amounted to some 200 titles drawn from a mixture of academic and applied experimental Psychology.

Before the Second World War his papers and books were more frequently academic where as his post War output suggested a greater interest applied Psychology. In 1945 he took over the directorship of the Unit for Research in Applied Psychology (APU), which later became the Cognitive and Brain Science Unit. It had been established by the Medical Research Council only a year earlier with Kenneth Craik at its head, but after the latter’s sudden death, in a tragic cycling accident, Bartlett stepped in. In 1948 Bartlett was knighted for the work he had done, on such topics as fatigue and visual perception, with the RAF during the Second World War.

Sir Frederic Bartlett was president of the British Psychological Society 1950/51. He also retired in 1951, but this was not detrimental to his productivity. He continued to carry out experimental work, give invited lectures and speak at conferences. Moreover a considerable proportion of his literary output occurred post retirement. During this period of his life he wrote two books, some 41 papers, eight book reviews, four obituaries and contributed either forewords or chapters to a further 15 books, written or edited, by other people. He died on 30 September 1969, aged 82.

People who knew Frederic Bartlett remember a man, with an enquiring mind, whose fascination with all aspects of psychology was equalled by his interest in the diverse aspects of society at large. His contact with people outside academia imbued him with stimulating ideas, which he enjoyed sharing with students and colleagues alike (Broadbent, 1970). He was one of the pioneers of experimental psychology in this country, and he blazed the trail vigorously, infecting others with his enthusiasm.

Julie Perks

This piece has been transcribed and abridged by Julie Perks, Staffordshire University. The full transcript and the original recording are held at the Society’s History of Psychology Centre, London (www.bps.org.uk/hopc).